DOCUMENT RESUME

ED 410 901 HE 030 498

TITLE	Network of Women in Higher Education in the Pacific (NetWHEP). Report of Meeting of September 28-October 1, 1996.
INSTITUTION	Network of Women in Higher Education in the Pacific, Suva (Fiji).
ISBN	ISBN-982-01-0308-8
PUB DATE	1996-00-00
NOTE	90p.
AVAILABLE FROM	Institute of Education, University of the South Pacific, P.O. Box 1168, Suva, Fiji ($10).
PUB TYPE	Collected Works - Proceedings (021)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Employment Level; Employment Opportunities; *Equal Opportunities (Jobs); Females; Foreign Countries; *Higher Education; *Labor Force Development; Management Development; Organizations (Groups); Regional Cooperation; *Sex Discrimination; Sex Fairness; Staff Development; Women Administrators; Women Faculty; *Womens Education
IDENTIFIERS	*Network of Women in Higher Education in Pacific; *Pacific Islands

ABSTRACT

This report of a meeting of the Network of Women in Higher Education in the Pacific (NetWHEP) contains transcripts of major addresses, a copy of the program, statistics and summary information relating to the status of women in higher education for nine countries, and general information about the NetWHEP organization. Included are: a transcript of the Pacific Charter for Women Managers in Higher Education; a list of NetWHEP's goals and objectives; an interim committee report; two transcripts, one of a welcoming address by Esekia Solofa, and the other a transcript of the opening address by Taufa Vakatale; two keynote addresses, "Towards a Balanced Workforce," by Raewyn Holdsworth, and "A Woman's Place in Higher Education Management," by Konai Helu-Thaman. Also included are nine country papers, many of which contain data tables and charts, from the following nations: the Cook Islands (Ani Piri); Fiji (Elenoa Gonelevu); Kiribati (Teima Onorio); Niue (Janet Tasmania); the Solomon Islands (Nancy D. Kwalea); Tokelau (Tessa Kirifi); Tonga (Jeffrey Taufa); Vanuatu (Hanson Mataskalkot); and Western Samoa (Breda Tipi-Faitua). A final section provides information on the name, goals, objectives, composition, structure, and activities of the Network. A list of participants, by country, is appended. (CH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

NETWORK OF WOMEN IN HIGHER EDUCATION IN THE PACIFIC (NetWHEP)

ED 410 901

Report of Meeting of
28 September - 1 October 1996

BEST COPY AVAILABLE

H80030 498

Hosted by the University of the South Pacific in Suva, Fiji

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Cliff Benson
University of the South Pacific
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

USP Library Cataloguing-in-Publication Data

Network of Women in Higher Education in the Pacific (NetWHEP): report of meeting of 28 September - 1 October 1996 - [Suva, Fiji: Institute of Education, The University of the South Pacific, 1996].

v. ; cm.

ISBN 982-01-0308-8

1. Women college administrators - Oceania - Congresses 2. Women executives - Oceania - Congresses 3. Women in higher education - Oceania - Congresses 1. The University of the South Pacific. Institute of Education. II. Title: NetWHEP

LB2341.8.03N47 376.65'0995

NETWORK OF WOMEN IN HIGHER EDUCATION IN THE PACIFIC (NetWHEP)

Report of Meeting of
28 September - 1 October 1996

Hosted by the University of the South Pacific in Suva, Fiji

Acknowledgements

Grateful thanks go to the Commonwealth Secretariat and the Institute of Education (IOE) of the University of the South Pacific for jointly funding this Meeting. In addition, we are grateful to Mr Hari Ram, Director of the Institute of Social and Administrative Studies (ISAS) for providing the workshop venue.

CONTENTS

- Introduction — *Cliff Benson* — 1
- Pacific Charter — 2
- NETWHEP Goal and Objectives — 3
- Report on Interim Committee's Activities — *Elizabeth Reade-Fong* — 4
- Programme — 7
- Welcome Address — *Esekia Solofa* — 9
- Opening Address — *Honourable Taufa Vakatale* — 10
- Keynote Address: Towards a Balanced Work Force — *Raeveyn Holdsworth* — 13
- Keynote Address: A Woman's Place in Higher Education Management — *Professor Konai Helu-Thaman* — 24
- Country Papers
  - Cook Islands — *Ani Piri* — 35
  - Fiji — *Elenoa Gonelevu* — 41
  - Kiribati — *Teima Onorio* — 44
  - Niue — *Janet Tasmania* — 48
  - Solomon Islands — *Nancy D. Kwalea* — 51
  - Tokelau — *Tessa Kirifi* — 56
  - Tonga — *Jeffrey Taufa* — 58
  - Vanuatu — *Hanson Matarkalkot* — 63
  - Western Samoa — *Breda Tipi-Faiaa* — 65
- Focus on the Network — 70
  - Name, Goal and Objectives
  - Composition, Structure and Activities — 72
  - Gender Issues Sensitisation Training Module — 75
- Participants — 78

INTRODUCTION

The following is a report on a meeting which represents a further milestone in the move for greater gender balance in higher education management in the Pacific region.

The report covers the major addresses, discussions and decisions of a second face to face meeting of Pacific women managers in higher education. While funding was extremely limited and placed an unavoidable constraint on participation from outside Fiji, it is gratifying to note that nine countries were represented at this meeting.

Eventually, however, it is hoped that all South Pacific Commission member countries will participate in the Network of Women in Higher Education in the Pacific (NetWHEP), as the group is now named.

This report includes the *Pacific Charter for Women Managers in Higher Education*, a revised version of the milestone document developed at the first meeting, the *Pacific Workshop of Women Managers in Higher Education*, held in June, 1994.

In addition, a useful review of the network's activities between July 1994 and September 1996 is provided by NetWHEP chairperson, Elizabeth Reade Fong.

NetWHEP owes its origins to the Commonwealth Secretariat's Commonwealth Higher Education Support Scheme (CHESS), and we are indebted to the Secretariat in general, and to Dr Jasbir Singh in particular, for bringing the Pacific into this initiative.

Also in this report are very readable and very thought-provoking addresses by Esekia Solofa, Vice-Chancellor of the University of the South Pacific, Honourable Taufa Vakatale, Minister of Education, Women, Culture, Science and Technology, Raewyn Holdsworth, Associate Director (Academic), Fiji Institute of Technology, in Fiji, and Professor Konai Helu-Thaman, Head of the School of Humanities of the University of the South Pacific.

As is indicated in this report, the Institute of Education of the University of the South Pacific has been awarded the honour of continuing to fulfil the Secretariat function for NetWHEP. We look forward to continuing to play our part, albeit a minor one, in helping to achieve the goal and objectives of this Network.

Cliff Benson
DIRECTOR

January 1997

THE PACIFIC CHARTER FOR WOMEN MANAGERS IN HIGHER EDUCATION*

The Charter is based on the principles of:

(i) addressing the inequality in gender representation at management levels in higher education institutions in the Pacific.

(ii) the need to safeguard, support, guide and affirm the aspirations of women in higher education management in the Pacific.

(iii) the need to adopt appropriate action to fully utilise the talent of Pacific women.

The Charter

1. Pacific women are to be equitably represented at all levels of policy, decision-making and management in institutions of higher education in the Pacific.

2. The untapped pool of management talent of Pacific women within each country must be recognised, and appropriate action taken to fully utilise it.

3. Institutions of higher education in the Pacific must develop strategies to increase their pool of women eligible for management positions.

4. The learning and working environment is to be gender friendly, encouraging the use of gender neutral language.

5. Higher education institutions should recognise and promote actions needed for women to have equal access to, and participate in technical and vocational training courses. Whenever possible, higher education institutions in the Pacific are to raise awareness of gender issues through curricula, staff induction and training programmes, policies and practices, among other things.

6. Support services are to be provided, as much as possible, to allow Pacific women to participate in learning and working opportunities at any stage of their lives.

   e.g. appropriate accommodation
   flexible working hours
   creches
   counselling services
   mentors and role models

7. Pacific women's work shall be recognised, and rewarded equally with men both for appointments and promotions.

**Formally approved and adopted by the Council of the University of the South Pacific in Vila, Vanuatu, on 21 October 1996.*

NetWHEP GOAL AND OBJECTIVES

Name: **Network of Women in Higher Education in the Pacific (NetWHEP)**

Goal: **To bring about gender equity in higher education management in the Pacific region**.

Objectives:

1. To extend and enhance the links among women in managerial and supervisory roles in higher education institutions and those aspiring to such positions in other educational institutions in the Pacific region.

2. To provide opportunities for women in managerial and supervisory roles to collaborate in activities which would enhance their productivity and effectiveness.

3. To strengthen training programmes aimed at creating awareness of the need for gender balance in the academic and management areas of higher education and creating these where they do not exist.

4. To foster cooperation among higher education institutions, for the sharing of communication and information technology and the expert knowledge of these held by those within the network, which will enhance the work of women managers and supervisors.

5. To provide women managers and those aspiring towards similar roles, with opportunities for advanced and appropriate training and/or research in the area of higher education management.

6. To help facilitate and/or improve prospects of participating institutions in securing funds for national and/or regional meetings within the objectives of NetWHEP.

7. To be a possible and/or alternative model for other women's groups to emulate and to offer activities which non-traditional sources of funding will be prepared to support.

* * * *

REPORT ON INTERIM COMMITTEE'S ACTIVITIES

Elizabeth Reade Fong

This is a brief report of the activities of the Interim Committee appointed at the Workshop held in July 1994.

Background

- The 1994 Pacific Workshop was funded by CHESS (The Commonwealth Higher Education Support Scheme) and was attended by 26 women from the region including Australia and New Zealand. A Regional Action Plan was drawn up at this meeting and an Interim Committee formed to organise a meeting in 1995 at which the network was to be formalised.

- The Interim Committee held eight meetings (two face to face with USP and Fiji members only and six satellite regional meetings) to discuss issues of importance to the Network and especially to be able to inform members of activities in the member countries.

- The Interim Committee was made up of a core USP membership (6); Fiji (2), Vanuatu (1), Tonga (1), Western Samoa (2), Solomon Islands (2). Meeting attendance varied also depending on the availability of the satellite connections to the region from the USP.

- Due to a number of factors, the Committee was unable to organise a regional meeting any earlier than 1996. At the meeting in August this year, following consultations with members, the Committee decided that the regional meeting needed to take place in September if the Network was to be formalised, as time seemed to be getting the better of us. The change from October was necessitated by the clash with the USP Council Meeting in Vanuatu.

- The focus of the Interim Committee was on

  - 'women and men concerned about the promotion of gender equity in higher education management.' (*Report of the Pacific Workshop for Women Managers 1994:13*)

Activities

1. Following the 1994 Workshop, a similar Workshop was held in Papua New Guinea in 1995 and was attended by Ruby Va'a; a 1996 Workshop in Cape Town, South Africa was attended by Professor Konai Helu-Thaman, who was also a Resource Person for this Workshop.

2. The Institute of Education of the USP, under the direction of Cliff Benson, is to be commended for its role in coordinating the Interim Activities of the Network.

Issues

1. **The Charter**

This Charter was developed during the 1994 Workshop by one of the Working Parties. The Charter was first presented to the USP Senate in November 1995. Queries raised at this meeting were answered at the Senate Meeting in June 1996 which was deferred for discussion to the September 1996 Meeting at which the Charter was passed with one variation - that the word "affirmative" be removed from all sections and that the word **appropriate** be inserted. The Charter had been looked at by Ms Mere Pulea and Professor Don Paterson of the Law Department.

The Charter is to be presented to the USP Council meeting in Vanuatu in October 1996 for acceptance.

The Committee awaits reports on the progress of the acceptance and recognition of the Charter in member countries.

2. **Enhancing education for women**

The network members from University Extension continue, in their role of providing education to clients in the region, put a special focus on women and the need for better communication and information sharing all-round. There is a need for all network members and not just those at the USP to focus on these issues. In Solomon Islands, the network members of SICHE have conducted workshops for women in this area. Nancy will highlight these achievements in her report.

3. **Gender Studies/Partnership Studies as a Catalyst for Development**

The development of programmes at all levels (community to tertiary education) needs to be considered by the Network. To date, there has been some discussion on the development of such courses offered by the Institute of Social and Administrative Studies at the USP. The Network is yet to develop this area of the recommendations of the 1994 meeting.

4. **Staff Development and Management Training**

Of the seven strategies suggested by the Working Party in the area of staff development and management training, a number are at various stages of being actioned and others require attention by the network, namely:

- The establishment of a coordination unit - IOE, USP.
- Joint institutional support for activities e.g. Monash University and the USP. In this area, the USP and SICHE have an agreement to support Foundation programmes.

- The Training of Trainers Workshop for 5-7 women who can be deployed to further develop the managerial skills of women in the Region is yet to be actioned.

- Long Term action plan - participants to move for including measures which will ensure the advancement of women managers within their institutions and governments; budgetary provisions for the same; policies of affirmative action and gender equity training relating to the aforementioned.

- Needs analysis - Due to the poor response from members to their needs analysis survey from respective fellow women managers, the Coordinator of this exercise, Ruby Va'a has been unable to identify the areas of training required by women in managerial positions.

- Information technology - a list of e-mail addresses for women accessing this technology has been circulated through the IOE Newsletter. Action is yet to be taken on obtaining sponsorship for equipping women with the technology that will assist them in their work.

Conclusion

Since the 1994 Workshop, the Pacific Managers network has functioned through an Interim Committee. It is recommended that the activities of the formalised network reflect the outcomes and recommendations of the 1994 Workshop.

On behalf of the Interim Committee, I take this opportunity to thank all members for their participation and contributions to date and the Commonwealth Secretariat for their financial assistance.

* * * *

PROGRAMME

Saturday 28 September

8.30 a.m. - 9.00 a.m.:	**Registration**
	Rapporteur for the Day: Elenoa Gonelevu
9.00 a.m. - 9.30 a.m.:	**OPENING**
	Master of Ceremony:
	Elizabeth Reade Fong Chair Person Interim Committee
	Welcome
	U.S.P.
	Opening Address:
	Honourable Minister for Education, Women, Culture, Science and Technology
9.30 a.m. - 10.00 a.m.:	**Morning Tea**
10.00 a.m. - 10.15 a.m.:	Introduction of participants and discussion of draft programme.
10.15 a.m. - 11.00 a.m.:	**Setting the Scene**
	Presentation by Raewyn Holdsworth Associate Director (Academic) Fiji Institute of Technology
11.00 a.m. - 12.00 noon:	***Developments and Issues Affecting Women Managers: Observations and Experiences***
	Professor Konai Helu-Thaman Head of School of Humanities The University of the South Pacific
12.00 p.m. - 1.15 p.m.:	**Lunch**

1.15 p.m. - 3.00 p.m.: ***Country Reports: Developments since July 1994, especially with reference to the Workshop Recommendations.***

3.00 p.m. - 3.15 p.m.: **Afternoon Tea**

3.15 p.m. - 4.15 p.m.: Country Reports continued.

* * * *

Monday 30 September

9.00 a.m. - 12.30 p.m.: ***Focus on the Network***

Chair People: Elenoa Gonelevu
Soweri Tokalau

Rapporteur: Cliff Benson

Network Objectives

- Introduction: Konai Helu-Thaman
- Group Discussion
- Reporting Back Session

12.30 p.m. - 1.30 p.m.: **Lunch**

1.30 p.m. - 4.15 p.m.: Group Discussions

- Composition, Structure and Activities of the Network
- Recommendations for Future Action

* * * *

Tuesday 1 October

9.00 a.m. - 12.30 p.m.:
- Reporting Back/Summary Session
- ISAS Regional Training Workshop: Proposals

12.30 p.m. - 2.00 p.m.: **Lunch**

2.00 p.m. - 4.30 p.m.: ***Toastmasters' Road Show*** (Leba Savu)

4.30 p.m.: **CLOSE**

WELCOME ADDRESS

Esekia Solofa
Vice-Chancellor
The University of the South Pacific

(Recorded by Elenoa Gonelevu)

It is my pleasure, on behalf of the University of the South Pacific and my colleagues, to extend to you a warm welcome and a very warm welcome and "vinaka" to the Minister of Education, Women, Culture, Science and Technology, the Honourable Taufa Vakatale.

It is interesting and a sad reflection of society that we have to talk about women in education. The role of women in education is very well-entrenched, accepted and recognised. It is a generally manifested phenomenon that we find in our environment here - in primary schools and also increasingly now in secondary schools that the majority of teachers are women. It is probably the fact that education is such an interesting aspect of humanisation and the woman having the role of a mother and being the first person that comes into contact and association with the socialising process of a young child who comes inside and expects a woman to be there, is an almost integral part of education.

It is sad, therefore that when we come to higher education, we have to remind ourselves that there can be a role for women in higher education. It is no longer natural to talk about women in education when it comes to higher education. I think it is very comforting to see instances that remind us that women can, in fact, stand up equally and play a leading role in education as we see the Honourable Minister herself leading policy developments in Fiji and yourselves leading higher education in managerial positions.

I think that this is the aspect of women in higher education that we are now addressing. It is important that we recognise that it is not just the fact that we want women to have a presence but to have an influence as well. It is somewhat ironical that what led to women being taken for granted in education will now probably have to be the role that women bring back to education.

But higher education expectations stand to be generally intellectual and academic. In fact, the development of society has been led by higher education, particularly advances in science and technology and because of that, I think it is not difficult to associate many of the difficulties, problems and ills that we now experience in society with these advances. When you look deeper at what is missing, I think you will all agree that we have come away from the very important humanising factor of the socialisation process - one that is identified in the primary and lower secondary schools.

Now I will challenge you to take into account that socialising aspect of education that women had introduced and that is what we now have to bring back.

With these few comments, it is my pleasure, on behalf of you all, to extend a very warm welcome to our Chief Guest, the Honourable Taufa Vakatale, and I now request her to address this meeting.

OPENING ADDRESS

Honourable Taufa Vakatale
Minister of Education, Women, Culture, Science and Technology
Republic of Fiji

The Vice-Chancellor and other staff members of the University of the South Pacific, invited guests and participants - at the outset may I first of all convey a very warm welcome to the participants in this meeting from outside Fiji. Countries which I believe are represented here today in addition to Fiji, are the Cook Islands, Kiribati, Niue, Tokelau, Tonga, Vanuatu and Western Samoa. I understand that a participant from the Solomon Islands will also join you from Monday onwards. I welcome those of you who are from neighbouring Pacific countries to our shores and invite you to enjoy the warmth of hospitality which your sisters and **brothers** in Fiji have to offer.

I must tell you that when I first received the invitation to open this meeting, I had several other commitments, and I reluctantly declined. However, after considering how important the issues being addressed under the auspices of your proposed network of women managers in higher education were to me personally, I decided that I must join you this morning. Please forgive me, however, for having to leave immediately after this ceremony.

While I cannot claim, ladies and gentlemen, that Fiji boasts a large percentage of women managers in our tertiary institutions, I can however assure you that equal opportunities for all, regardless of gender or ethnicity, are near and dear to our hearts. Furthermore, given my own personal experiences not only as a principal of a girls' secondary school, but also as an educational manager working with many fellow managers, (if I may call my male cabinet colleagues that), I feel I am more than qualified to stand before you this morning!

I now wish to share a few thoughts with you on, firstly, the issue of equal opportunities for Pacific women, secondly, the major role which education has to play in bringing about greater gender equity and, finally, the value and importance of mentors who can inspire and guide us.

"Equal opportunities for women - an impossible dream?" was the heading of an article which caught my attention recently in a newsletter published by UNESCO's International Institute of Educational Planning in Paris. The article drew teachers' attention to the fact that women and girls globally still constitute the largest single category of persons denied full and equal opportunities to education for all. This was despite the strong commitment made to the 'Education for All' by the Year 2000 concept adopted by participating nations at the UN Jomtien Conference in 1990.

I was sad to learn that women still constitute two thirds of the world's illiterate adults, while girls account for a similar proportion of the world's out-of-school population.

The writer of the Newsletter article correctly noted that this situation substantially limits the potential contribution education can make to world human resource development.

While I note, ladies and gentlemen, that girls have greater access to education generally in the Pacific than in many other (so-called) developing countries, I also note that young women are still under-represented at the tertiary level in many of our countries.

Similarly, and to a much greater degree, women managers in tertiary education institutions are few. There are, however, very notable and very encouraging exceptions - two of the nine Pacific teacher training institutions for example, have women principals, (neither of these, I regret to say, are in Fiji). However, several Heads of School at both the Fiji College of Advanced Education and the Fiji Institute of Technology, are women. In addition, the Manager of Corporate Services at the Fiji Institute of Technology is Elenoa Gonelevu, who I am told, has also found time to maintain her involvement in this Network; in addition, the USP Council also recently appointed its first woman Professor and Head of School, Professor Konai Helu-Thaman, who is Head of the School of Humanities.

I applaud these moves and I firmly believe that the above-mentioned women are showing that, not only can we women lead and/or manage, but we can do so in a uniquely Pacific woman's way, which need not be a threat to our men-folk, and which can and does make a vital contribution to our evolution as nations and as people.

And are equal opportunities for we women an impossible dream? Well .... I would like to think not .... and if they are, then it is a dream we must hold onto very tightly!

Looking back to your 1984 workshop, I note with pleasure that the Vice-Chancellor of the USP himself urged greater participation of women in higher education management, viewing women as an "untapped resource", and I note with equal pleasure, Professor Konai Helu-Thaman's theme of women being potentially **equal but different** partners in Higher Education Management.

I also believe that you have continued to take important steps, despite the fact that it is very difficult to maintain the momentum sparked off by such workshops, especially when the participants, be they men or women, have so many other professional, extended-family and other cultural obligations to fulfil on their return home. Among the steps you have taken is to formulate a charter for Pacific Women Managers in Higher Education which, I am told, was one of the outcomes of the 1994 workshop. That charter, I believe, has been endorsed by the USP Senate and will be tabled for consideration at next month's USP Council meeting in Vanuatu.

Turning to the role and potential of education to increase girls' and women's participation at all levels of education, including higher education management, I only wish to say that both the formal or overt and the hidden or covert curricula need to address gender sensitisation issues. Again, I would say that we can do this in a uniquely Pacific way.

As others have urged, I too stress that Pacific boys and men need gently persuasive, non-threatening education that would help them to discover the benefits of equal participation in all kinds of leadership and management positions. Similar education must target our girls and women, as we can sometimes be our own worst enemies, by hindering progress towards gender balance at all levels of education, as many of you will know. Culture,

here, is often used as an excuse for inaction, but I would also question whether women's traditional cultural roles in all Pacific societies have always been non-managerial and non-assertive.

My last point in this very brief address is to again draw attention to the role and value of mentors and role models in advancing your cause of enhancing women's participation in and contribution to the management of higher education. There is much to be gained from turning to sensitive colleagues, both men and women, to seek their guidance and support for the pursuit of your goals. These same people also have a lot to contribute in serving as role models for younger girls and women to emulate.

Finally, I applaud your efforts in developing a network of Pacific women holding managerial and supervisory roles in higher education institutions in our region. I wish you a very profitable meeting - I am sure it will be, as the sharing of ideas and of concerns with others facing similar problems to your own, will refresh you. I wish you a safe return to your homes and home countries after the meeting, and again wish you every success in the pursuit of your very worth-while goals. With these thoughts, I have much pleasure in declaring open this second meeting of Pacific women managers in higher education.

* * * *

TOWARDS A BALANCED WORKFORCE

Raewyn Holdsworth
Associate Director (Academic)
Fiji Institute of Technology

Tena Koutou Tena Koutou Tena Koutou Katoa

Madam Chair, invited guests and workshop participants, it is a privilege and a pleasure to be invited to this meeting of the Pacific Network of Women Managers in Higher Education, and to be asked to deliver the keynote speech.

There is a Maori proverb which says

> *My strength is not from myself but from the strength of the group*

As I look around this room I am very aware of the strength and expertise of those present and therefore the relevance of that proverb both to this group and to the theme of my speech - *Towards a Balanced Workforce*.

During my career in education, which spans almost 30 years, I have been fortunate to have had the opportunity to work in and to visit a wide range of countries in a professional capacity including New Zealand, Australia, the United Kingdom, China, and now Fiji. In the past 12 months I have also attended the Second European Conference for Women in Educational Management which was held in Amsterdam in November 1995 and, more recently, the post-Beijing workshops in New Zealand in May of this year. I would like therefore to take this opportunity to share with you some of my personal observations and, more particularly, some of the reports and statistical findings from the European Conference.

I believe there is much value for women in conferences and workshops such as this meeting today for it brings together a wealth of expertise and talent, it focuses attention on important issues and it provides a platform for further action.

Throughout much of the world there has been dramatic change in the past decade with the collapse of communism, the rise of the Pacific Rim and the advances in Information Systems. One of the few male participants and also one of the speakers at the European Conference was Keith Scribbens who had organised the first European Conference held five years earlier in Vienna in 1990. In his speech at the Amsterdam Conference he referred to the changes and expressed his belief that we are now witnessing a social culture revolution and he highlighted some significant developments of the 1990's:

* decrease in male type hierarchies in favour of non-hierarchical team work

* need for lifetime flexibility in career choices

* need for client/customer centredness

As he pointed out, these are precisely the skills many women seem to have, or to acquire intuitively. His concluding message to the women at the conference was -

"Don't give up - the time for women has come"

However, it is somewhat difficult to believe the time has come when you study the statistical results presented at the Conference.

The Statistical Picture in Europe

Statistics can be useful to illustrate what is happening within an organisation or for comparative purposes. They can also highlight areas of concern. However, there are difficulties in presenting these statistics as the information has been collated by different countries and organisations often for different purposes and in different years. As well, the educational systems differ around the world and there are differences in structure and in use of terminology. I am therefore very mindful of these difficulties as I present a summary of the data from the European conference.

In Europe, as in most countries around the world, teaching is largely a female occupation - the statistics presented at the conference show a variation in the percentage of female primary teachers from around 90% in Italy and Turkey to 50% in Greece. At secondary and tertiary levels, the European figures indicate a lower participation of women. However, at all levels women do not feature in management and senior positions in the same proportion as their overall participation. The exceptions are in Eastern Europe and some Southern European countries where women do actually dominate in Headships and senior positions within the schooling systems. The reasons for these exceptions are not positive though, - it was also reported that in Eastern Europe the status of teaching is low and the salaries are low. Hence it is not an attractive occupation and few men choose it - the result is that women fill all the poorly paid positions.

There was a shortage of data available on higher education at the European conference mainly, it was explained, because the recorded data does not distinguish between male and female holders. Thus the only data available related to professors. The overall picture may appear depressing [the statistics show that in most European countries the percentage of female professors is less than 10%] but there is a positive trend. In all countries except Greece and Turkey, the numbers of female professors have increased in the 5 year period between the first conference held in Vienna in 1990 and the second conference in 1995 in Amsterdam. The results suggest that universities are moving [slowly] towards equality.

The New Zealand Scene

It is possible to present more detailed results about New Zealand. This is because New Zealand has made it a legal requirement for the Ministry of Education to monitor Equal Employment Opportunities in all education services. As well, all tertiary institutions and schools must have an equal employment policy in place and provide statistical data on the gender and the ethnicity of its employees.

There therefore is no shortage of data available but the overall picture, particularly in the university sector, is similar to that in Europe. Recent data released by the Ministry indicates that in New Zealand

* there are no female vice chancellors,

* only 7.6% of professors are female [34 female professors out of the total 447 professors],

* 19.2% of the senior lecturers are female [39 out of a total number of 2034].

Yet women make up 28.7% of the total Academic staff and 47.1% of all employees within the university.

Where are the women within the universities? ..... well they form

- 40% of the Lecturers,
- 63% of the research assistants,
- 76.7% of the Library staff, and
- 77.4% of the general staff.

In many of these areas the women may hold senior positions and they may be very able and skilled, but they are not part of the career paths which lead to management within the institution. Research by the former Department of Education in New Zealand on careers of polytechnic tutors indicated that positions such as senior lecturer and head librarian, were not usually part of the path to the top executive positions of principal or deputy principal.

In contrast, the Polytechnic scene in New Zealand is more positive. There are 25 polytechnics and currently three (or 12%) have a woman as the Chief Executive, including The Open Polytechnic which is one of the largest tertiary institutions in New Zealand. As well, seven (or 28%) have a woman Deputy Chief Executive. The polytechnics vary in structure - some have Heads of Departments, while some of the larger institutions have Deans and Heads of Schools - but collectively there are 289 positions in this category across the 25 institutions and 121 of these senior academic positions (or 42%) are held by women. As women make up 50% of the total academic employees it is encouraging that 42% of the senior positions are held by women. I am not aware of any research which can show exactly why so many women have been appointed to senior positions within the Polytechnic structure compared to the university scene. The government may like to credit the success to the legislative requirements, but the universities are subject to the same requirements and the results are not similar. More likely, it has occurred because the polytechnics are much younger organisations. The majority were established in their present structure in the 1970's and 1980's and there has been rapid growth during the past two decades. This rapid growth has probably provided more opportunities for women to move into senior positions and the absence of historical traditions has resulted in fewer obstacles to women as they compete for the senior positions.

The Scene in Fiji

I will leave other presenters from the University of the South Pacific to present the data for their institution but I will present as a comparison the statistics for the Fiji Institute of Technology (FIT).

In comparing the results, I point out that the positions of both the Director and the Associate Director (Academic) at FIT are currently filled by New Zealanders who are working here on fixed terms through New Zealand Overseas Development Aid programmes. The data reflects the position as at September 1996 but I also need to point out that the institution is currently part way through a promotion exercise for senior lecturers which may well change these percentage figures.

The institution has an executive team of eight senior staff - three of the team (or 37.5% are women.

There are nine Heads of Schools - one woman and eight men, (11%).

In contrast to most New Zealand institutions the academic staffing at FIT is largely male (79%). This is a reflection of the traditional areas of training offered at FIT. There are four Engineering Schools plus a Maritime School and in all these schools the staffing reflects the male dominated professions within the industry itself.

The future may well be different. Recently the FIT presented awards to 11 young female students who were undertaking studies in non-traditional areas such as automotive, electronics, maritime and mechanical engineering. These awards were provided through the New Zealand Government Overseas Development Aid and specifically targeted young women who had achieved outstanding results in their first year of study in a non-traditional area. These young women may well be the academic leaders of the future for FIT.

It is also interesting to note that in the Schools of Commerce and of Hospitality and Tourism, the staffing statistics reflect a different pattern. In Commerce, a school which has expanded during the past 12 months, 60% of the academic staff are female and there are at present two senior lecturers, one of whom is a woman.

In the School of Hospitality and Tourism the Head is a woman who is also one of the two Head of School representatives on the Executive team.

Across the institute there are a number of very capable women on the staff which augurs well for the future. I believe that the statistics for FIT will move towards reflecting a more balanced workforce both at the teaching and at the more senior levels.

The European statistics reflect a gradual improvement in the last 5 years and this trend is similarly reflected in New Zealand and no doubt also in Fiji but overall the change has been both slow and small. The statistical picture does not provide a cause for jubilation. The collation of statistics in itself does not create change but, hopefully, awareness of the statistics will act as a catalyst within institutions. As one of the speakers at the European

conference stated when referring to the statistical evidence "the point (and real purpose) is not to describe the world but to change it".

Effecting the Changes

Some people see things as they are and say 'why"
I dream of things that never were, and say 'why not?'

George Bernard Shaw

Why not a woman as Head of the Engineering School? Why not a woman a Head of a tertiary institution in Fiji? Women make up half the world's population and from the statistical evidence presented they also make up at least half the workforce in many educational institutions. Within these institutions there are women who are properly trained and well educated but women are still largely under-represented in management and senior academic positions. Many countries and many organisations recognise this fact.

New Zealand has legislated that all educational institutions will have Equal Employment policies.

In the USA there was the quota system.

Some organisations have set targets as part of their strategic plans or adopted slogans such as "We are an Equal Opportunity Employer".

Such measures have been debated, praised, criticised and ridiculed but have not resulted in any dramatic change.

Personally, I do not favour quotas or targets. The senior women whom I most admire are there through their own merits and they have earned respect through the quality of their performance.

Jessica Larive, a Member of the European Parliament, emphasised this point in her speech to the conference when she concluded - "Women have sufficiently proven that they are capable and they want a good job based on their merits instead of a quota as a form of charity."

A balanced workforce is not about quotas and targets. It is about good utilisation of male and female staff and the development of a multi skilled team which is complementary, and which collectively has the skills required to function in the 21st century.

What does the future Hold?

We live in a world that is increasingly dominated by technology. Our industries and businesses, including the business of education, are competing in a global environment. A global environment which is in the midst of a revolution that is impacting on every fundamental aspect of our daily working lives. This revolution has its roots in the

collective effect of many influences - from the political and social changes, including the demise of communism in eastern Europe, the end of the colonial era, and the rise of new highly motivated and independent nations, through to the recent dramatic technological advances. Overall progress is assured but science and technology are intertwined with societal factors that determine the final effects on society. Employees of tomorrow will need to be multi-skilled and flexible. There will be more emphasis on team work and team success.

Around the world educational institutions are now expected to do more with less. The numbers of students are increasing. The staff/student ratio is increasing and the dollar per student funding is decreasing. Educational institutions, like businesses, are increasingly competing on an international market. Modern technology is changing how we teach and learn, and where we teach and learn. More and more institutions are developing international departments. Only the best and the most efficient will compete successfully and survive.

The educational leaders of tomorrow will need diverse skills to lead the multi-skilled team and will need to be able to channel the diversity within the team into constructive energy. Educational leaders will need both the so called "masculine" qualities of enterprise, risk-taking and task orientation and the "feminine" skills of intuition, co-operation and process orientation. Thus we need either a large number of multi skilled leaders or alternatively, skilled managers who can lead multi skilled teams. From my own experience I prefer the latter - that is, a balanced workforce of males and females which performs as a unit and which has a wide range of complementary skills within its membership. Such a team is indeed a dynamic force. How can we ensure that more women will have the opportunity to participate in leadership roles? That was the challenge the women at the European conference explored with their theme of "Ways to Progress". That, too, is part of the challenge for this Pacific network meeting as experiences and ideas are shared and new strategies and actions are identified. What are the ways to progress? What are we as women managers currently doing that is successful? What can we do as individuals? What can we do as a group?

Ways to Progress

Publicise Success

We need to publicise success. In the last 10 years in New Zealand there have been a growing number of books published on successful women managers such as

Mollie Neville	*Women in Educational Management*
Virginia Myers	*Head and Shoulders*
Ellis and Wheeler	*Women Managers - Success on our Terms*

These books are largely biographical accounts of successful New Zealand women. As a New Zealander I find them interesting, motivating and very readable. They are in a setting which is familiar and I can relate to their struggles and their successes. I have also been delighted to find that there are so many successful women - many more than I had realised. They are informative and warm accounts, not academic jargon. I believe

Mollie Neville's book, though, actually developed out of research she did for a thesis. The point is that writing about women and publicising their stories not only encourages other women, it also helps to change attitudes of employers and others in the wider community. There are successful Pacific women - why not a book about 10 of the Pacific women in education management? A biographical sketch on each woman as an inspirational source for other Pacific women. I understand at the Pacific network meeting in 1994 you shared your experiences as a group - why not record them in writing and publish them? In most cultures, history and literature are dominated by the men - why not change the balance and reverse the trends - this could be a research project for a young woman or it could be a project for this group.

Mentoring

I look back with gratitude and warmth towards the colleagues who have assisted me in my career. In particular there are two people to whom I owe so much and whom I regard with particular respect and affection. The first person was the principal of the school I was in at a time when I was combining a full time job with my family role of mother to 3 young children. She was an outstanding educational leader - she demanded very high standards from her staff and she gave tremendous support and encouragement to those who showed commitment to teaching and who were prepared to strive to meet those high standards. Through her I found myself stretching and growing. I learnt to enjoy new challenges and I gained increased confidence in my own abilities. Under the guidance and encouragement I was given opportunities to address large groups, to speak on radio, to prepare reports and to plan and implement major new projects. Teaching was not just a job, it was a career and I planned my career with enthusiasm and energy. My second mentor was a male deputy Principal in a Polytechnic. The experience was different but equally as supportive and challenging.

As I have gained experience and confidence in my work I now find myself developing relationships where I am in the mentor's role. Mentoring can be enriching for both mentor and mentee. It is not necessarily an issue of gender - the support I received from the two mentors was different because they had different skills and different personalities, not because of their gender, and both contributed greatly to my career development. Mentoring is not a process but rather a special relationship which evolves through mutual agreement. An effective mentoring relationship will be flexible. It will require commitment and energy but the rewards should be satisfying for both partners.

Networking and Training

Alongside the support of mentorship I have learnt the value of building up networks. My networks have extended and changed as my needs changed. Some of my networks have been formal arrangements and some informal and casual. Both have been useful in my personal growth and my professional development. Women in management and aspiring managers need to consciously build up their networks. Many of the New Zealand women who were interviewed by Ellis and Wheeler for their book stressed this need as critical to their success - comments included:-

"the need to surround oneself with people with expertise that is complementary to one's own skills"

"get close to first class performers and learn how they work".

I have found it useful to build up networks both within the institution where I work and with the outside business community. My network in New Zealand includes men and women and over the years many have become close friends as well as colleagues.

There is a scheme in Norway that I heard about at the European conference which I would like to share with you. In Norway all women in Education Management must participate in training courses. Firstly as a participant and then on future courses as a course facilitator and leader. The courses are designed to help the women identify and understand their own strengths and qualities and to motivate them to seek further challenges. The graduates of these courses then participate as leaders to other recent appointees on the following courses. This helps women to build up networks and it also ensures an increasing number of women who can be used as resource people. Would a similar system help to increase the number of women in education management in the Pacific? Would it help with the development of networks for women already in management?

Over the three days of this network meeting you will have the opportunity to share and discuss a range of options and opportunities. Each of you has much to offer and share. By exchanging ideas about what you have experienced and exploring new ideas and different concepts you will develop a wealth of strategies and possibilities to provide support to each other and motivation and encouragement to other women.

I began my speech with a Maori proverb and I'll end with another which I believe is particularly appropriate for this network meeting -

I'll bring my food basket and you bring yours and together we will have a feast.

I wish you well in your feast and may the experience be an enriching one for you all.

Overview of E.E.O. Survey (Polytechnic Sector)

(Data from survey carried out in 1992 by *Helen Slyfield* for the Research and Statistics Division of the Ministry of Education)

1. Women were less likely to apply for promotion (38% to 46%) but when they did apply they generally had a higher success rate than men (55% to 39%).

2. In tertiary sectors women were less likely to have undertaken activities which have been suggested as influencing promotion such as publishing papers, attending conferences, being on committees, working parties etc.

3. Women were more likely than men to have had a break in service (18% and 13% respectively). Women were more likely to have had a break because of family commitments (42% and 12% respectively of those having a break), to study (19% and 14%) or to change jobs (12% and 6%).

   Men took breaks to broaden horizons (13% and 2%), to travel (23% and 14%), or to return to the workforce to update their knowledge (18% and 2%).

4. Women tended to have slightly lower aspirations and expectations than men.

   28% women and 43% said they would like to be a HOD or higher
   20% women and 27% men expected to reach HOD or higher position

5. Factors influencing career paths (e.g. changing jobs, taking a break etc)

   Men were more likely to list promotion related reasons
   Women were more likely to give family related reasons

6. Some evidence that women felt less confident than men about their careers

   e.g. women more likely to state their ability as a constraint (14% to 8%)

7. The average salary level for male tutors was $3000 greater than that for women.

8. Since 1981 the proportion of men holding Principal, Deputy Principal and HOD is twice as high as that of women (8-9% of men, and 4-5% of women).

1995 figures (Principal, DP, HOD)	7% of men and 4% women
Principal and DP only	2% men and 0.5% women

University Academic Staffing (by percentage of women at each level)

	Austria %	Netherlands %	Turkey %	United Kingdom %	New Zealand %
Professor	3	4	20	5.5	7
Associate Prof/Reader	5.5	7	25	12	8
Senior Lecturer			27		19
Lecturer	22	18	28	27	40

Sources

U.K. 1993-94 (does not include 'new' universities or other HE establishments)
Austria Ministry of Education
Netherlands WOPI 1995
Turkey DGSPW The Status of Women 1994
N.Z. Ministry of Education 1995

New Zealand Polytechnic Staffing % of women at each level as at July 1994

	Total Numbers	No. of Women	% Women
Chief Executive	25	3	12
Deputies/Assoc	60	16	27
Deans/HOS	75	31	41
HOD	212	89	42
Principal/Senior/Lecturers	851	355	42
Lecturers	3,633	1,789	49
Tutorial Assist	27	14	52

Source *- New Zealand Ministry of Education*

Staffing at Fiji Institute of Technology: Percentage of women at each level
(September 1996)

	Total Numbers	No. of Women	% Women
Director	1	-	-
Associate Director	1	1	100
Executive (inc. Director and Associate	8	3	37
Head of Schools	9	1	11
Senior Lecturers	22	3	14
Lecturers	174	37	29
Total Teaching Staff	195	41	21

* * * *

A WOMAN'S PLACE: HIGHER EDUCATION MANAGEMENT

Professor Konai Helu-Thaman
Head of the School of Humanities
The University of the South Pacific

Background Notes

Although brief, the following paper issued by Professor Helu-Thaman before her address provides crucial background information.

Introduction

The Pacific Region faces shortages in professional and managerial resources. This situation is often met from costly externally recruited and funded resources.

In order to meet the rising costs of higher education, institutions are finding it difficult to find extra resources and managerial expertise that will meet the demands for their services.

For the most part, women have been an untapped resource in higher education management.

Women's professional development and recruitment into all levels of management increases the pool of available regional managers, and should contribute to effective institutional development and management in the Region as a whole, both in terms of equity and quality.

Commonwealth Higher Education Support Scheme (CHESS)

CHESS was initiated in 1991. It aimed at improving the quality of higher education delivery within the Commonwealth. CHESS has a programme aimed at providing training for women academics and administrators. The programme is regarded as a priority area and focuses on both management and staff development.

The initiation and advancement of the CHESS Women in Higher Education Programme owes much to **Dr Jasbir Singh**. Enthusiastic support also came from the Association of Commonwealth Universities (ACU), mainly through funding assistance. Other agencies have contributed through support for women to attend workshops; these include UNESCO, AusAID, the British Council, the European Union, the Rockefeller Foundation, the German Foundation for International Development and the Forum for African Women Educationists. Three universities have hosted workshops: the University of the South Pacific, the University of Papua New Guinea and the University of Cape Town.

* * * *

ADDRESS

(Recorded by Elenoa Gonelevu)

First of all, I must say that I quite enjoyed Raewyn's presentation because that sets a kind of global background to what we are doing here. I am not going to repeat some of the things I said in 1994 when I gave a paper based on my personal experiences as well as the experiences of women managers in Universities in Australia and New Zealand, when I did a little study of higher education management through the eyes of the managers themselves.

However, I would like, before I follow my speaking notes, to say something for the sake of those of you who may not be aware of how this particular meeting came about.

It is well known to us that in our region, we face shortages of professional and managerial resources. This is stating a fact. We have been working to try and remedy this shortage but we seem to be getting nowhere, and the situation, of course, is that in order to meet the shortage of resources in both the managerial and professional areas, we have looked overseas, and Raewyn's presence here in Fiji is an example of that. We still have to look outside for assistance.

As Raewyn pointed out, we have institutions which are finding it very difficult to meet the demands on their services and one way of meeting this shortage of resources, particularly at the managerial level, is to look at women. The USP Vice-Chancellor, in 1994, mentioned that women could be seen as the *untapped resources* in higher education management, so we can look at what we are trying to do here as not just aiming at the promotion of women to managerial positions, but we can also see this as a way of meeting a vital human resource need in the region.

In terms of this particular workshop, as Leba Savu pointed out, the Commonwealth Higher Education Support Scheme (CHESS) really began to look at women in management in 1991. Three USP women attended a workshop in Malaysia. Under the CHESS umbrella, the promotion of women to senior management in higher education became a major initiative in the Commonwealth Secretariat and I would like here, Ms Chairperson, to acknowledge the contribution of Dr Jasbir Singh. This woman, who works for the Commonwealth Secretariat, approaches this issue of the promotion of women to senior management with such fundamental zeal. I think sometimes her male colleagues in the Commonwealth Secretariat found her a bit irritating, but she has been pushing for this scheme for many years now, and as our Registrar would remember, she wanted us to host the 1994 Conference which she attended.

At first, there were a few things that we here did not agree to, and we insisted that these conditions be met. One was the insistence of the Commonwealth Secretariat to fund only those participants who came from Commonwealth countries. We insisted that because the University has members that do not belong to the Commonwealth, we must include them also.

So far, three Universities have hosted workshops aimed at bringing about the promotion of women to senior management in higher education. We hosted one in 1994; Papua

New Guinea hosted one in 1995 and early this year, the University of Cape Town in South Africa hosted another, which I was fortunate to attend. Some thoughts which I shall be sharing with you today came from the Cape Town workshop. At the Cape Town meeting, there were presentations from senior women managers throughout the Commonwealth, including Asia.

Trends in Asia

1. *Two major trends reported for Asia were: That values relating to women as nurturant, sacrificing and subservient, were not helpful in terms of jobs, politics and promotion.*

   I think that is a truism, and we all understood that. These are values that we as women are socialised into; we learnt about a world of service. Some of these values may not be very helpful in this modern world of self-centredness.

2. *In Asia, females outperform males in every field in which women are present, yet women do not make progress in the way men do. However, when women are given an opportunity they tend to outperform their male counterparts.*

   At the USP, the Registrar, in papers she wrote some years ago, had mentioned this in terms of science. There were fewer females who enrolled in science but they tended to achieve better results than the males. At the 1995 USP graduation ceremony, the Vice-Chancellor informed us that although only 40% of the student body were females, for the first time in the history of the University, more females than males received certificates, diplomas and degrees. Thus, the situation here is similar to that in Asia.

From the presentations of the Asian Managers, three major factors were put forward to explain the under-representation of women in senior management in higher education: These were:

1. *Oppressive cultural norms*

   We can all relate to that. I'm sure that you can identify some of these norms: they are oppressive to women, and they are quite difficult to deal with. From my experience, sometimes I know what I need to do, and I know what I want to do but I will not do it because of these cultural norms. For all kinds of reasons I would not apply for a particular position, and in some cases, I have applied for a position because other people have encouraged me to do it.

   I think women usually wait until they think they are ready before applying for a promotion because it is part of our culture. When I was looking after staffing here some years ago, I noticed that women at the USP would only apply for positions if they had Masters degrees, whereas men who did not have Masters degrees applied. I think most men expected to come to the USP, and then apply for training leave to do their Masters and/or PhDs. Women expected to come and work.

2. *Biased attitudes towards professional women*

This also emerged from the Asian women's presentations. Somehow professional women like ourselves tend to elicit negative attitudes not just from men but from other women as well. This point was made by the women I interviewed in Australia and New Zealand. They were watched more closely by their colleagues, including other women, for the way they talk, dress, and even their private affairs were talked about by many people.

3. *Women in Asia easily give in to men*

From my own experience, this is also true in our region. Men are louder, argue more forcefully and sometimes they are more eloquent. Eventually you give in for the sake of peace and quiet!

Study of Successful Women - Pakistan

The Asian speakers at Cape Town also mentioned how important it was to publish women's success stories and one of the books I was given was about successful women from Pakistan - *A Case Study of Successful Women*. Looking through that book, I noted the following points which you might be interested in:

(i) *The majority of the successful women featured had educated mothers*

I think that was a very interesting finding. It would be of interest to look at our situation. You probably had a mother or a mother figure (e.g. an aunt) who provided the role model for you when you were growing up. How much formal education did she have? The implication of this observation for the education of women is extremely important.

(ii) *Most had early opportunities to make their own decisions*

I think this was also true in a New Zealand case study I once read.

For example, being a prefect, class captain, or a captain, of a sports team provided opportunities for you to make decisions. Young girls need lots of opportunities to make decisions, rather than let somebody else make decisions on their behalf.

(iii) *Most of the women who responded had some home help*

However, I was very interested to learn that in the study, most women said that husbands were the least helpful in terms of providing help in the home.

How helpful is your husband/partner? You might also cast your mind back and think about how much help your father gave your mother, and the effect this may have on boys growing up, since the father is often an important role model for them.

(iv) *Most of the women were single or did not have children*

I mentioned this in the 1994 paper. Many women who have become successful managers are usually single, and if they are married, they do not have children, or the children have moved away.

Most of the women claimed that the attitudes of their superiors was the greatest barrier to their advancement. Again this came out in the study I did in 1994. Women in Australia and New Zealand reported that attitudes of their supervisors and superiors were important factors contributing to their advancement or non-advancement.

The Pakistan study concluded that education was the key, not only for women's, but also for men's advancement.

Education for both men and women, as well as the provision of support services for women aspiring to managerial positions were essential. It was also useful for senior women to give one another support, such as by making a point of getting together socially on a regular basis.

Women in Universities

In terms of my own observations (since 1994) I have found that:

(i) *The current profile of women in higher education management is still pyramidical, with the bulk of women at the bottom of the institutional hierarchy*

Raewyn talked about this and gave statistics which show that the number of women managers is low, and they become totally invisible at the highest level.

(ii) *Socio-cultural and personal factors still prevent women from progressing*

The structure of higher education institutions is such that it is very difficult for women to make it to the highest level because in the end we would have to make up our minds to apply for senior positions.

I will give you an example of my case. We are currently advertising for the position of Deputy Vice-Chancellor. I received three anonymous notes, (probably from women), urging me to apply. I thought about it and decided that for the next two years I want a life - a little bit of a life. I have not got too much of a life now as Head of School but to be a Deputy Vice-Chancellor would involve far more hassles.

I think the example is important because I think that women, in the end, will have to make up their own minds about taking on managerial type tasks.

Even after we address all the issues and deal with them - in the end, it is the individual's choice. You can not do more. You can encourage, persuade, even coerce women to move into management positions, but in the end they are going to make up their own minds.

Women Professors in Universities

The following are percentages of women professors in five countries/regions:

Europe	11%
Finland	10%
Africa	18%
Malaysia	14%
Australia	11%

They are not very encouraging. In any case, as I mentioned earlier, I was interested in Raewyn's figures because I had expected that the situation would be much better in Europe just as I had expected it to be better in Australia and New Zealand - that is why I decided to go there to meet women in management positions in Universities, and to see what I could learn from them. What I discovered was that the USP was doing better than many Commonwealth Universities. At the time of my study in 1994, USP managerial positions held by women were: Pro Vice-Chancellor (I held this post in 1993), Registrar, Librarian and Head of University Extension.

When I attended a meeting of Commonwealth Vice-Chancellors in 1992, I realised that very few Commonwealth Universities had female Registrars. There, I came to the conclusion that despite these years of awareness, equal opportunity regulations and legislation, affirmative action was needed. There are factors operating at the institutional level which tend to favour men over women. It was therefore worth-while to develop a Charter.

Furthermore, it is important to look at enrolment figures at the USP. There has been snail-like progress.

I think this is relevant because when we are looking at women in senior management in higher education, we are looking at the pool of women from the academic and comparable staff, and to students down the line. So it is important to keep an eye on enrolments in your institution, and to find out what it is that prevents those very promising young women coming out of the school from going into higher education and making that a career.

Women and Research/Publication

I want to spend a little time looking at the issue of women, research and publication. This is an area that I hope, in the future, our network would be able to do something concrete about: to help women improve their research profile, and encourage them to pursue further studies.

In my experience, a common answer to the question "Why aren't more women promoted to upper levels of higher education?" is "Because they do not have PhDs, they are not doing research, and they are not publishing". There is a need to assist women to do more research and to publish more. Unfortunately, however, a study in Australia showed that even when women had done research and published and had PhDs, they were not promoted at the same rate as men.

Strategies for Encouraging Research/Writing

These are some strategies which we might consider although I am sure you can come up with more:

1. **Researcher in Residence**

   He or she does not have to be someone from your institution. If you can obtain some funds, find someone who is well-known, good at research and has published a lot.

2. **Residential Workshop**

   I believe that Dr Jasbir Singh would be quite willing to fund workshops aimed at helping women to do research. In fact, one of the modules developed in Cape Town was on Research. There is material available for us, if only we were to organise a workshop on women and research.

3. **Visiting Scholar Scheme**

   This is similar to a researcher-in-residence. We can invite women from other universities or other organisations to come as Visiting Scholars and to give seminars. We need more women to give seminars and talk about research and publication. This is important also for our students, who need role models, as the Minister pointed out in her opening address.

4. **Research Retreats**

   I know, from experience, that it is virtually impossible for many women managers to find time to do extra things. When I heard that we would be starting our workshop today, I thought "My weekend has gone again"! It has been very difficult to organise the satellite meetings that we wanted to hold in the last two years. I found that it was easier to attend these meetings when I was not in Suva!

   Retreats are therefore important, if we are able to find some money so that we can sit down and focus on one thing and not get disturbed.

5. **Conference Funding**

   For the same reasons you learn a lot when you attend a conference. You do not have to cook dinner and worry about kids, husbands or partners. It is great to be

able to go away sometimes. It is good for those who are do not live here to come to this conference, but it is not so great for those who do, because we will be running in and out trying to complete and attend to other tasks.

Again I am speaking here from my own personal experience. For example, I managed to put together a collection of poems during my many absences from Campus. Most of the poems were written in hotel rooms and while flying. I cannot write creatively while in Suva because I have no 'space' either at work or at home. I need 'space' in order to concentrate, even to be inspired.

Mentoring

Mentoring was a major emphasis in the Cape Town workshop. I am interested in this particularly from the cultural point of view. When I spoke to the Asian and African participants in Cape Town, they mentioned some quite interesting problems associated with mentoring.

One woman said that she had a male supervisor for her PhD. When her thesis was completed, he wanted it published. So they collaborated to have the thesis published. When it was published, his name came first and hers second. He argued that alphabetically his name should come first. In fact, the case ended up in Court, where he claimed that although she did most of the research, most of the ideas were his. In the end, she won. We have to be careful here, where we do not have enough women to provide role models or be mentors.

Most of my mentors have been males. Most women tend to be mature students when they do their Phds and problems can arise in terms of misconceptions about relationships. In my case, mentors helped me with my (creative) writing. Two of the people who helped me a lot were rumoured to be having affairs with me! I laugh at it now but I did not think it was funny at the time. Those of you who have read my poetry would notice that it is very personal. There are a few men I admire. Some have been my mentors, but there were also drawbacks.

A mentor must also be an achiever, who encourages and advises the younger person. The relationship should be natural and consensual. There have to be some shared ideals (beliefs), and it has to be voluntary. Mentoring is an important issue, but it can be a problematic area, so that as a group, we would have to think seriously about it.

Women and Power

The final part of my talk - and this is where I would like to have some feedback from you - is something I learned from the Cape Town workshop. It is about 'Power'. Many of us may be put off by the term 'power'. We somehow do not like to have power. We would like to have it but we do not want to say that we have power, and again this may be the result of our socialisation. Anyway there are some very controversial aspects about power that we have to think about.

Sources of Power

1. Institutional

   * A job title

     All of you come from various institutions that give you some power.

     I am the Head of the School of Humanities - that is one source of my personal power. Other examples are:

   * A position in the hierarchy which controls communication.
     e.g. supervisors, messengers, secretaries

   * A position in the hierarchy which receives much attention.
     e.g. editor, public relations office etc.

2. Social

   * Our family and social connections are important in this part of the world.

   * Some women made it to the top because they came from an influential family or are connected through marriage to a noble, or chief.

   * Social skills to ensure a wide range of friends and contacts.
     Some managers are good in socialising and people tend to surround them.

   * Some people have intimidating and bullying characteristics. They enter the room and everyone would be quiet whether they are men or women because they are big, etc. Yes, in the Pacific, it is very important to have a presence.

     I know certainly in my country, you must have two things:

     (i) Maturity of age. People would not listen to you if you are a 25-year old Head School; and

     (ii) Physical size: You have to be big, to have a presence.

   * There are also other exceptional qualities such as being a carer and a listener. If you have that reputation, people would listen to you.

4. Intellectual

* Knowledge and expertise which command respect.
Everyone of you here has that otherwise you would not be in the position you are in now.

* Control of knowledge

This refers to people who hold important information
e.g. Librarian, Filing Clerk, IT expert.

5. Skills

* People with special skills or outstanding technical skills in an important field or rare skills.

e.g. Leba Savu, Purchasing Officer at the USP, and I hope she does not mind my using her as an example. There are very few women in her area. I think she was one of the first women in her area to graduate as a technician. I consider that as a rare skill. That is a source of power.

6. Personal Magnetism

* This is the physical attractiveness and charm that some women have.

[My children are always telling me that I am very old-fashioned in the way I dress but I prefer it that way.]

We need to know our own sources of power and help others use theirs.

* * * *

COUNTRY REPORTS

Cook Islands
Fiji
Kiribati
Niue
Solomon Islands
Tokelau
Tonga
Vanuatu
Western Samoa

40

COOK ISLANDS

Ani Piri

Introduction

My name is Ani Piri and I am a secondary school teacher at Tereora College in Rarotonga. Tereora is the National College of the Cook Islands and caters for both female and male students from Forms 3-7 (Years 9-13).

I hold a senior position at the College as Head of the Commerce Department and subjects taught in my department include Accounting and Economics - both up to and including New Zealand University Bursary/Scholarship - Form Seven, and Typing up to and including Form Six. I am also the Dean of our Upper Form Five Level for students entering the New Zealand School Certificate Examinations. As Dean I am responsible for the welfare and behaviour of these students both academically and socially.

My qualifications include a Diploma in Secondary School Teaching (from New Zealand) and a Diploma in the Teaching of Typing.

As well as my professional responsibilities at Tereora College, I also have a family of three school age children and a husband to look after.

Recommendations for Regional Action from the Last Meeting

Regarding these recommendations, in the Cook Islands no formal network has yet been established. However, there is a Women's Affairs Division within the Ministry of Internal Affairs and this is headed by a woman. Our Minister of Women's Affairs is a man and this is due to there not having been a woman in the Cook Islands Parliament since 1978. However, this year (1996) a woman was elected to Parliament in a recent by-election and this has set a trend which we hope will continue.

Although nothing formal has yet been established, this does not mean that the country is not committed. The Government's general policy includes the following principles:

- Women must participate equally in decision-making at the family, community and national levels. This is the key to enhancing family welfare and well being.

- The gaps in the presence and influence of women in business, public office, politics, religious organisations and public service management are to be redressed.

- The extended family and traditional community support systems must be kept alive.

The Government's Policy Goal is

For women to contribute to their full potential in the development process at the local, national, regional and international levels

The vision is for the total development of women. Ensuring that women have equal opportunities in all areas of human resource development and decision-making.

The Objectives are

- To ensure that all women in our country have equality with men in decision making.
- To develop a closer working relationship with government, the private sector and the non-government organisations in order to achieve the goals and objectives.
- To make sure that the country's health care services and environment is improved for the well being of women.
- To make sure that women's issues are never neglected in our country's development plans.
- To ensure that women's contributions are fully appreciated and rewarded.
- To support only those cultural values and traditions that sustain and advance women's status.
- To embrace the relevant United Nations charters and international conventions that eliminate all forms of discrimination against women.

Current Situation Regarding Women in Education

A. Secondary School Level

Education is free until 15 years of age. In general, more girls over 15 years remain at school than boys. *Records also show that girls perform better than boys academically.* Girls therefore tend to leave school with higher levels of educational achievement. Despite this, and even though more women are returning from overseas with formal qualifications, few are at the top of the decision-making process in the public sector. *This is not the case, to the same extent, in the private sector.*

At Forms Six and Seven levels the trend has been for more girls to continue beyond Form Five level. Despite this, records still show a drop in the number of young women participating in tertiary study. This can be attributed to constraints within the family group rather than the wish of girls to opt out.

Enrolments of Forms Six and Seven were as follows:

	1994	1995	1996
TOTAL	**89**	**93**	**102**
FEMALE	**54 (61%)**	**49 (53%)**	**59 (58%)**

It is noted that:

1. There are no girls undertaking study in non-traditional subjects

2. The science courses are male dominated

3. Girls tend to choose arts courses, especially in the commerce area.

B Tertiary Level

(i) **USP - Local**

It was noted that during the operation of the USP Centre, enrolments by men far outnumbered those of women. However, this trend has now changed.

USP CENTRE ENROLMENTS			
	1994	1995	1996
FEMALE	**50%**	**62%**	**65%**

TUTORS

	1994	1995	1996
FEMALE	**7/13 (54%)**	**4/11 (36%)**	**7/13 (54%)**

(ii) **Scholarships**

Scholarship Awards for overseas education began with only males being sent until the 1950's, when women first became eligible.

Study by women in various overseas tertiary institutions are:

Fiji	10
Western Samoa	2
New Zealand	6
Australia	7
TOTAL	25

Study programme areas are:

BA	-	Economics and Accounting	2
	-	Economics	4
	-	Accounting	2
BEd Teaching			
	-	Social Science	2
	-	Home Economics	1
	-	Science	2
BCom	-	Major in Accounting	1
BManagement			2
Medicine			6
Advanced Diploma in Nursing			2
Associate Diploma in Business Accounting			1

There are 74 study awards to date. Twenty-five of these 74 awards are held by women.

(iii) **Teaching**

As a percentage of total teachers employed, women hold the following share of positions:

Pre-School	100%
Primary School	84%
High School (up to Form Four)	70%
Colleges	53%

Management positions held by women in teaching are as follows:

Principals	38%	(13/34)
Senior Teachers	68%	(61/90)
Basic Teachers	76%	(156/204)

Constraints

The major constraints faced are:

1. **Within the Family** - This ties in with the increasing number of women taking USP extension courses to further their careers and education.

2. **Pregnancy/Child Birth** - Another reason why more women are taking advantage of USP extension courses.

3. **Financial Problems** - To enrol in the correspondence or USP classes costs money. Some of these courses, e.g. Summer School, are very expensive.

4. **State of the Economy** - As most of you are aware, the Cook Islands is facing a major financial restructuring process and the "public sector" is down sizing at a rapid rate.

5. **Heavy Work Load** - A full time job involves working from approximately 8 a.m. until 4 p.m. and full time housewife duties as well as study on top of this, is difficult.

6. **Lack of Confidence** - Some women underestimate their abilities or potential. This is probably due to the environment in which they have been brought up. We find that women who are outgoing or who strive for the highest, are the ones in the top management positions.

7. **Lack of Self Motivation** - Some women lack the motivation to be "high up" in the decision making level. They are quite happy where they are and are scared to take this step forward. Many have the attitude that "she is quite happy in the familiar and usual environment she is accustomed to".

8. **Lack of Qualified Women** - Only recently have we witnessed more qualified women returning home to act as role models for other women.

The Future

- Progress is slow but it must be remembered that 20-30 years ago, everything was male oriented - teaching, scholarships were for men only. However, women are now gradually enhancing their status.

- We are following similar trends to those which have occurred in the rest of the world and the progress of many of these countries, in the promotion of educational and vocational opportunities for women, has also often been slow.

- In traditional Cook Island society, women were the caregivers and keepers of the home and family, but that is slowly changing. People are changing. Attitudes are changing. Society is feeling more comfortable with women in management positions and therefore more Cook Island women are taking up the challenge and actively pursuing opportunities for advancement.

Conclusion

...though the Cook Islands has not yet established a formal network of women in education, as was suggested at the 1994 meeting, it must be recognised and acknowledged that a great deal of progress has been made in the promotion and advancement of women into higher education. The establishment of a Government Ministry of Women's Affairs is one very positive step and I personally feel confident that, over the next few years, we will see even greater progress made.

* * * *

FIJI

Elenoa C Gonelevu

This report is prepared in response to the summary of the recommendations, listed below, reached by the participants who attended the Pacific Workshop for Women Managers in Higher Education from July 04-July 08, 1994 at the University of the South Pacific. The report of the 1994 Workshop was personally submitted to the Minister of Education at that time - the Hon. Taufa Vakatale, the Deputy Secretary for Education (Professional) - Mrs Emi Rabukawaqa and to the Public Service Commission who authorised the participation of the lone Fiji delegate.

The government of Fiji recognises the tremendous contributions made by the women of Fiji. In this respect, women are appointed Members of the House of Senate; they are elected members of the House of Representatives; and they are even nominated to be Cabinet Ministers. One shining example is our present Minister for Education, Women, Culture, Science & Technology, the Hon. Taufa Vakatale, the Chief Guest at the opening ceremony. Women in Fiji have made their mark not only on the political scene, but also in their appointments to statutory organisations and in holding senior positions in the Civil Service and in the private sector.

A. The Pacific Charter for Women Managers in Higher Education

The Charter was not formally taken up with the authorities concerned, in the case of the Fiji Institute of Technology - the Public Service Commission through the Ministry of Education, Women, Culture, Science & Technology, as the Fiji Institute of Technology (FIT) was going through a transition period from being a government institution to being a fully autonomous body.

Since the last workshop, I have been trying to make my colleagues aware of its purpose and how the Charter had been arrived at and that the Charter should be taken up with government. This involved informal meetings with women managers from the Fiji College of Advanced Education, the Fiji School of Nursing and my own institution - the FIT.

With the FIT's present autonomous status (effective from 01 January 1996), I am confident that with the support of my colleagues, I will be able to submit the Charter to the FIT Council, which has been charged with the responsibility of making policy decisions and staff appointments, etc.

Unfortunately the FIT Council does not have a woman member at present, but hopefully with the review of the Council's composition by the Minister responsible, women members will be appointed.

B. Enhancing Education for Women

Allowances are made in the new Terms and Conditions of Employment at the FIT that permit members of staff to be members of statutory organisations and other institutions

where their skills can be utilised. Some of the women managers at the FIT have been appointed to such bodies.

In the FIT Management structure, two senior women managers sit on the Executive Management Committee, which comprises eight members, and is chaired by the Director. The third senior woman manager sits on the Committee as a representative of non-engineering Heads of School on a rotational basis. The following FIT staff data may be of interest:

Summary of Academic Staff

Male	-	176	(76%)
Female	-	56	(24%)

Summary of Non-Academic Staff

Male	-	79	(69%)
Female	-	35	(31%)

Total Number of Staff at the FIT = 346

Male	-	255	(74%)
Female	-	91	(26%)

Percentage of women at each level

	Total No.	No. of Women	% of Women
Director	1	-	-
Associate Director	1	1	100
Senior Managers	4	1	25
Heads of Schools	9	1	11
Senior Lecturers	22	3	14
Lecturers	174	37	29

C. Gender Studies/Partnership Studies as a Catalyst for Development

Women Managers at the FIT have been involved in the initial discussions with donors regarding financial support and recognition of women students undertaking programmes which are non-traditional to women at the FIT. One such example was the support of the NZODA, totalling $30,000 - to fourteen women students pursuing engineering programmes. One of these students was recalled from sea while captaining a ship as part of her industrial attachment. The funding includes support for textbooks, tool boxes and tuition fees until they complete their various programmes which range from two to three years including industrial attachments.

It is envisaged that these women students, after pursuing further tertiary education will come back to the FIT and teach in the various engineering disciplines they are specialised in.

Other popular programmes include Hospitality and Tourism Studies, Applied Computing and Printing & Graphic Design.

1996 Total Enrolment Statistics - Gender Summary

Gender	No. Enrolled	% Enrolled
Male	5114	73
Female	1857	27
TOTAL	**6971**	

D. Staff Development and Management Training

Since 1994 the support shown by FIT Management in encouraging potential women managers to attend workshops locally and overseas on enhancing management skills, productivity in the management of technical and vocational training institutions, gender equity in the technical and vocational training and more so in recommending potential women managers for further tertiary education, is very encouraging indeed.

Two senior women have been sent for further tertiary education, one will be completing her degree at the end of 1996 and the other by the end of 1997 in the specialised fields relevant to technical education.

Encouragement to pursue further training is also offered at lower levels for women to pursue programmes, relevant to their areas of specialisation offered internally at the FIT with sponsorship. At degree level, women staff have been encouraged to pursue sponsored part-time, extension or full-time studies at the University of the South Pacific.

At the FIT, the Management is sympathetic towards bringing about gender equity based on merit.

Senior women managers have been encouraged by the support and encouragement given to them by the FIT Management with the endorsement of the FIT Council and it is our firm belief that the FIT Council will, in due course, adopt the Pacific Charter for Women Managers.

Vinaka Vakalevu

* * * *

KIRIBATI

Teima Onorio

Introduction

Girls and women have enjoyed equal access to education right from primary through to tertiary education or what is available of it in Kiribati to date. Although Kiribati has a very selective education system, filtering students from primary to secondary, within secondary itself and from secondary to tertiary, it is obvious that access to any level of education or employment is by virtue of merit, irrespective of a person's gender. For the purpose of this report, focus will be on the progress of women in higher education from 1994 till 1996, particularly in the areas of pre-service training and in-country training. The contention here is that the trend of Kiribati women's participation and success at this level is encouragingly on the increase and very much in line with government policy[1].

Higher Education in Kiribati

Higher education in Kiribati involves four institutions, namely the Tarawa Technical Institute, offering both academic and vocational courses, the Kiribati Teachers' College, offering training courses at the primary and secondary level, the Marine Training Centre offering cadet training for men only and the University of the South Pacific, through its Extension Centre, a diversity of academic courses. Three of these institutions are valuable supportive institutions to Kiribati women who find them convenient for pursuing further education at the same time due to their traditional roles.

Pre-service Training (PT)

Pre-service training in Kiribati is open to both women and men and involves undergoing training at an overseas institution prior to one's taking up a job with government. This type of training is mainly offered to Form 7 leavers and government employees. However, should the latter agree to take up an award, they must resign from their posts.

Table One: Pre-service awardees

	FEMALE	MALE	TOTAL
1994 - 1996	29	53	82
1996	20	38	58

Looking at the 1994-1996 statistics, it is apparent that fewer women than men were offered pre-service training awards.

In fact, "there has never been a gender balance - males always outnumber females in the total number of overseas scholarships awarded each year".[2] In addition, the projection for 1997 PT awards seems to affirm this trend:

Table 2: 1997 PT award projection

	FEMALE	MALE	TOTAL
Applicants	40	43	83
Awardees	6	12	18

It is important to note at this point, however, that although the trend seems to show favouritism towards men, what in fact happens is that both men and women are selected according to merit but that generally men tend to choose fields of highest priority to government, women unconsciously preferring to pursue fields of their own interest and of low government priority.

In-country Training (IT)

Like pre-service training, in-country training is equally accessible to men and women already employed in the government service or private corporations. This type of training involves employees undertaking USP extension courses relevant to their respective jobs but at their own expenses to start with. However, upon the successful completion of these courses and subsequent application and support from their supervisors, these employees are offered a refund of their fees by government, mainly through overseas funds such as the European Union funds.[3]

Table 3: In-country training awardees 1994-1996

	FEMALE	MALE	TOTAL
1994	27	38	65
1995	27	19	46
1996	25	16	41
TOTAL	79	63	152

It is obvious from Table 3 that

a) There has been a marked decline in the number of men undertaking IT awards;

b) There has been a gradual decline in the number of women undertaking IT awards;

c) Women have outnumbered men in successfully undertaking IT training over the 1994 - 1996 period.

Women in Senior Management Positions

As with access to higher education, access to senior management positions for women in Kiribati is by virtue of merit and women and men alike must prove that they possess the necessary qualifications and are capable members of the workforce.

It is encouraging to note that women are gradually occupying management positions at higher education levels. Currently, the Principal and 2 out of the 14 lecturers at Tarawa Technical Institute, 4 out of the 13 lecturers of the Tarawa Teachers' College and the Director of the USP Extension Centre are all women. Even at the Ministry of Education headquarters, 2 out of the 6 senior positions are held by women.

The Charter for Pacific Women Managers in Higher Education

While supportive of the charter, Kiribati has not yet formally established a network for women managers in higher education. Nonetheless it would be accurate to say that already informal networks have been set up through curriculum development efforts if not through the gender equity workshops organised by the Ministry of Environment and Social Development under whose umbrella women's affairs are addressed.

In Kiribati, the progress of girls and women in education and particularly at higher education level is slow but encouraging and would be greatly enhanced were the following put in place at these various levels:

Government Level

- employees are allowed to take time off to study
- each Ministry is encouraged to prioritise training needs catering for both genders
- better coordination of prioritised training needs catering for both genders.

USP Level: The USP could offer

- more awareness programmes on available management and other courses
- extension courses at 300 level and higher to enable postgraduate courses being conducted by on campus staff in-country
- special awards for postgraduate studies undertaken in-country

Donor Level

- Donors could be encouraged to provide financial assistance as follows:
  - refunds of tuition fees to successful extension students
  - new awards for women pursuing in-country management and postgraduate studies
  - attachments to the USP and other appropriate institutions for women in middle and senior management positions

Conclusion

The invaluable contribution of women is widely recognised by all government, statutory corporations and religious bodies in Kiribati and as such encourages girls and women to compete on an equal footing with boys and men. The present trend of increasing participation and success of women in higher education is therefore a promising sign indeed and one which we hope will continue to receive the support of the Kiribati government, the University of the South Pacific and aid donors in the years to come.

Te mauri te raoi ao te tabomoa.

---

[1] Government of Kiribati (1992). Kiribati 7th National Development Plan. MFEP, Tarawa.

[2] Tiare Teibira, Education Officer (Training); Tarawa, Kiribati; September 1996.

[3] Katarina Beroi. Human Resource Management Officer, Public Service Division; Tarawa, Kiribati, September 1996.

* * * *

NIUE

Janet Tasmania

Introduction

Niue Island is about 40 miles in circumference and is 200 ft above sea level, lying in the latitude 19° 10' South and longitude 169° 17' West.

It is renowned as one of the world's largest coral atolls and the smallest self-governing state (1974) in free association with New Zealand.

It has a population of 2,000 on the island and an estimated of 14,000 in New Zealand.

Like most Pacific islands, the teaching of basic literacy and numeracy skills were introduced by the missionaries in Niue in the late 1800s.

As the Church, London Missionary Society (L.M.S.) became established, people were taught to read, write and count (arithmetic). In the 1900s, eight (8) Government Schools were established in the villages and the missionary school was phased out. Due to several factors all schools were amalgamated to the one National Primary School in 1969.

Schooling begins at the three Early Education Centres up to the Form 6 level.

The majority of Niueans seeking higher education gain Scholarships to Form 7 in New Zealand, Departmental apprenticeships, enrol at the local USP Centres, at Polytechnical institutes and at the University of the South Pacific, as well as at New Zealand and, more recently, Australian universities.

Women in Education

No studies or research has been carried out in this area.

This report is an attempt to show the gender relationship, the number of women in managerial and supervisory roles and problems facing women in Niue's educational scene.

1. **Education Administration (Head Office)**

- The Minister of Education, the **Honourable O'Love Jacobson**, is a woman.

- Of the remaining Head Office Staff, the breakdown is as follows:

  - Total women : 13
  - Total men : 4

Note: The four most senior positions are all held by men. Women hold three senior positions, however.

2. **Secondary School**

- Total women	:	16
- Total men	:	16
- Women in managerial/ supervisory roles	:	6
- Men in managerial/ supervisory roles	:	5

3. **Niue Primary School**

- Total women	:	15
- Total men	:	3
- Women in managerial/ supervisory roles	:	7
- Men in managerial/ supervisory roles (The Principal)	:	1

4. **Summary**

Women hold a total of 17 managerial/supervisory positions in the three education sectors surveyed.

From the data provided, it is clear that although women do not hold the top administrative positions in the Education Organisation structure, such as Director for Education and Principals of the two schools, they are not by any means in our situation disadvantaged or faced with any barriers or discriminatory attitudes. This does not mean we are free of such, but they are not major barriers hindering women from:

1. Representation at policy - marking level

2. Opportunities to enhance management skills

3. Opportunities for equal appointment or promotion to managerial or supervisory posts.

This is clearly shown in the data where there are more women in managerial or supervisory positions in Education alone.

Traditionally, the general status of women is relatively high in that they are partners or co-labourers with men. When men went to war, women were there shouting encouragement (*fakamalolo* - be brave). It is also recorded, but can be disputed, that a handful of women actually took part in these battles.

However, these roles, functions and responsibilities are found within the household, community and national levels, continuing today, especially in education.

To conclude, reasons to further improve oneself are personal and attitudinal (our own attitude). Equal opportunities are there for both genders, it has been so traditionally and continues to be so today.

* * * *

SOLOMON ISLANDS

Nancy D. Kwalea

I have been asked to present a country report on progress of women education in Solomon Islands since 1994. However, as a staff member of the Solomon Islands College of Higher Education, I feel more comfortable to talk about progress in the college, as I have been personally involved in some of the developments. I am not in a position to discuss education in general. More specifically, my examples will relate to the Division that I am a senior staff member of, as I have direct contributions to its decision-making and overall development.

A. Personal Involvement Since July 1994

1. On 8 March 1995, I spearheaded a Pre-Workshop meeting of all female employees of SICHE, to coincide with International Women's Day. The aim of the meeting was to inform the women about a workshop planned to be held for SICHE female staff during 1995. The meeting sought the women's views about:

   - What would be appropriate, or of interest to all women at SICHE, in terms of workshop content, considering the diversity of educational backgrounds, type of work, literacy levels, etc.

   - Timing: What time of the year would suit everyone or enable as many women as possible to participate in the planned workshop?

   Information gathered here formed the basis of planning for the first SICHE Women's Workshop, which took up to mid April. The pre-workshop meeting attracted 50% of the female staff, and ended with a light dinner, generously sponsored by the Staff Development Committee of the college.

2. From 24-28 April 1995, my colleague, Mary Poloso (who attended the 1994 workshop with me), and I organised the First SICHE Women's Workshop. Due to her being ill prior to, and during the week, I took on the role of Workshop Coordinator. This was planned as an educational workshop based on the theme, **Women's Role in Development**. Sub-themes were developed out of this general theme, with the idea of focussing presentations, discussions and activities for each day on specific themes. The themes included - **Women and Education; Women and Health; Women's Role in Environment and Resource Management;** and **Women and Violence** (this covered domestic violence against women, harassment in the workplace and women's legal rights at work). Resource people were drawn from SICHE itself, and where expertise was not available in the institution, it was drawn from elsewhere in Honiara e.g. A Dental therapist/surgeon was invited to talk on Dental Care for the Family on the day the theme **Women and Health** was focussed on.

   The final day of the workshop was devoted to discussing issues concerning women at SICHE, with a view to ultimately bringing these concerns to the management

for its consideration and possible implementation.

Four Working Groups were formed to address the issues of, **Career paths for Women of SICHE** (how women could be helped to find and maintain progress in their career development); **Staff Development** (opportunities and access); **Representation of Women in Decision-making bodies of the college**, **Supportive systems, facilities and groups** (e.g. physical facilities women would like to see in the college that will assist them e.g. kindergarten for children of staff, a room for lactating mothers, improved medical facilities etc). Also discussed was how women themselves can be a hindrance to women's progress in general, and what could be done to overcome this.

The workshop was attended by about 90% of the female staff, mainly because some are on two campuses in two different provinces. A few were on leave and some had other commitments (personal or official). For staff providing essential services, we had requested if arrangements could be made internally within schools/divisions for them to attend alternately so that as many as possible had a chance to attend at least some sessions. In addition, participation and attendance of interested male colleagues, students (both male and females), and wives of staff was encouraged, especially to those sessions of common interest or benefit for one's daily living e.g. Food safety and food preparation and handling, nutrition, family planning, dental care, etc.

Each of the themes were accompanied by a play put on by the Solomon Islands Development Trust (SIDT) Women's action theatre group called *Mere Akson*. These attracted crowds to the workshop venue daily and made the sessions lively and even more interesting.

3. Prior to the workshop, I conducted a survey to find out the total number of female staff employed by SICHE. It was noted that SICHE had a total of 113 female staff then. Of these, 9 were at the Senior and Management levels - Heads of school/division; Principal administrative officers and Senior lecturers, Senior administrative officers. A number were at middle-management level, and the majority were ancillary staff - typists, cooks, cleaners.

4. During the Opening session of the workshop, I was able to present a report on the 1994 workshop. Some mention was made of the organisers' intention to present to the management the Pacific Charter for Women Managers in Higher Education, developed at the Fiji workshop. This was going to be presented through the appropriate channels, after the SICHE workshop participants had been given a chance to discuss it and make comments.

The Charter was actually discussed at this workshop, but has not yet been presented to management. However, progress has been made by SICHE in terms of women's development, even without the Charter. This will be highlighted below.

5. I participated in a 30-member committee that established and developed the SICHE Strategic Plan for 1996-2000, in the course of 1995. This plan contains SICHE's mission statement, values, guiding principles, strategies and implementation plans. In terms of female participation in this committee, there were 6 females, one of whom was the Strategic Planning Consultant, and the rest were senior female members of staff.

6. I also participated in developing SICHE Library's 5-year Strategic Plan for 1996-2000. This plan used the Master Strategic Plan as its guideline, and goals and strategies were developed on the basis of the requirements or guidelines set out in the Master Strategic Plan. It also contains the library's mission statement, values and guiding principles, as well as an Action Plan for 1996.

   The Action Plan has already helped the library to check on its progress this year, as it indicates the Target area (jobs to be done), Person/Section responsible for implementation, Deadlines by which the task is to be done, and Performance Indicators (some evidence to show that the job has been done).

   For me personally, I have been able to cross out each task done so far, with comments about date/period completed, so that by the end of the year, I will know if I have met the requirements for the year, and if not, what will be carried forward to the next year, to be included with the Action Plan for 1997. The same thing is expected to be done by all others whose names/sections are indicated in the Action Plan. In this way the division will ensure that it is working towards its ultimate goals.

B. Developments at SICHE so far

It must be noted that positive steps have been taken by SICHE to address equal participation and progress for women. I believe the management of the College is sympathetic to women's needs and can assist wherever possible, as long as these needs/concerns or issues are brought to its attention, using the correct channels of communication.

As a good example of the positive steps, some of the issues raised at the final session of the First SICHE Women's Workshop have already been addressed in the SICHE Strategic Plan mentioned below. **Goal 6** of the College stipulates:

The college aims to provide equal opportunities for all staff and students.

The Staff Development Committee, Human Resources Division, and all other schools and divisions of the college are mandated to ensure that equal opportunity is achieved in their planning and implementation processes.

It is specifically stated that equal participation of staff will be ensured by implementing the college's conditions of service with equity and justice.

With regard to students, equal participation will mean - Fair and equitable enrolment and selection procedures (fair selection criteria, more females in the various courses); Establishment of a consistent policy for the allocation of boarding places across all schools (fair allocation, designing and implementing conditions suitable for married and/or disabled students, etc.).

As can be seen in the above examples, positive steps are being taken by the college management. As the systems are now in place, it is up to each school, division and specific decision-making bodies to see to the effective implementation of these plans.

2. The library's efforts mentioned above can be seen as a model for the implementation of the SICHE strategic plan at Divisional/School level. It is well into the implementation stage because it has its own Strategic Plan to follow. Because the library management recognises the importance and value of having female staff working side by side with the male staff, the library's recruitment and staff development plans and exercises are continuing to cater for a more equitable distribution. For instance, more females have been recruited since 1995, using the equal opportunities criterion. The recent trend (since late 1994) has seen a balance of males/females in the library's recruitment exercises. Its male/female staff ratio is currently 2:1, with 16 males and 8 females, excluding ancillary staff (two secretaries, one male and one female cleaner. During late 1994 - 1996, 5 females were recruited - 4 librarians and 1 cleaner. This is not bad progress at all, considering that from 1988 - 1991, out of ten staff, there was only one female - a ratio of 10:1.

This seems to be a trend college-wide now, as more females are being recruited to the various schools and divisions. Most of the female staff being recruited, however, would be at the ancillary category and below middle-management levels. Apart from cooks and cleaners, perhaps the School of Nursing and Health Studies, which is a traditionally female-dominated field, has continued to maintain its female dominance in terms of numbers, i.e. female lecturers and administrative staff still out-number male staff. The Distance Education Centre staff are all females, except for the Advisor, Adult Education Programme Co-ordinator and a course developer.

There is also a gradual increase in numbers of female students in the male-dominated trades courses. The Distance Education Centre's AEPAD programme (Adult Education Proficiency Award, Distance) uses a 50:50 ratio so they have an equal number of male and female student intakes.

3. In other developments, it is unfortunate that two female Heads of School/Division who have left the college due to retirement and expiry of contract, have been replaced by two male Heads. So currently, the college has one female Head out of a total of 14 (8 Heads of Schools/Centre posts and 6 Heads of Division posts). Two schools do have Acting female Heads from time to time, but these are only for short periods.

4. In terms of Committee membership, some committees do have female representatives but they are not necessarily appointed as female representatives. Rather, they are nominated as divisional/school or association representatives. For instance, there is one female on the Housing Committee, representing the Non-Academic Staff Association, one on the Staff Development Committee, because of her position as Secretary of the Committee (this was the post she was recruited into), one on the College Council who plays the secretariat role, and every now and again, one female may be seen on interview panels. Sometimes they specifically represent females, but other times, they come from the division/school that is recruiting, thus, they do not formally represent females. For areas that have at least one female, it is simply a matter of strengthening/increasing female participation. In other decision-making bodies, it will be a matter of introducing participation of women.

C. Conclusion

1. This country report has highlighted progress made at SICHE since the 1994 Pacific Workshop for Women Managers in Higher Education. Attention has been drawn to personal contributions of the presenter, positive steps that have been taken by the management to put relevant systems into place, as well as actual progress in terms of implementing gender equity issues.

2. I conclude this presentation by reiterating my belief that SICHE's management will certainly support or will be sympathetic to the aspirations, concerns, needs and issues affecting women, as long as these are raised in the proper manner and attitude, and as long as the correct channels of communication are used to do so.

* * * *

TOKELAU

Tessa Kirifi

Tokelau has few females in senior management positions. There are seven departments in the Tokelau Public Service, and only one of these is headed by a woman. This is the Department of Education, Women's Affairs, Youth and Sports. The Deputy Director of the same department is also a woman. In fact, most of those employed in the Education department are women, as the following data indicates.

POSITION	TOTAL	MALE	FEMALE
Director	1	-	1
Assistant Director	1		1
School Principals	3		1
Deputy School Principals	3	2	3
Teachers	40		33
Curriculum Officers	3	7	3
Education Liaison Officer	1		1
Support Officers	1		1
Personal Assistant	1		1
TOTAL	**54**	**9**	**45**

I anticipate that the number of women in senior management positions will improve in the near future, as the number of graduates under our scholarship scheme indicates, last year, 4 out of 5 graduates were females. Their fields of study varied from nursing, education, political studies and youth development. One of these graduates has opted to undertake further studies, while the rest are now employed by the Tokelau Public Service, one of those in a senior position.

In addition, a USP Extension Officer is now based in Tokelau. This move will enable a lot of women of all ages to do extension courses, particularly those tied down with young families. This Officer has indicated that a number of young women have enrolled in USP courses.

The Tokelau Scholarship Scheme data for 1996 is as follows:

LEVEL	TOTAL	MALE	FEMALE
	41	**24**	**17**
Secondary	15	9	6
Tertiary	26	15	11

A few projects are in operation for women. These projects include a bakery on each atoll as well as sewing services provided by women. In addition, each atoll has its own Adult Learning Centre where women are paid to teach home making skills, such as cooking, sewing, weaving etc. This is of benefit to the young women, especially school leavers, who do not get the opportunity for further formal education.

One of the constraints affecting women and their progress, is the fact that from time to time, women are required to contribute handicrafts for community functions; this can be time-consuming, thus losing time that could instead be used for self-development.

Another constraint is the lack of information available to women about the opportunities that might be open to them to develop and enhance their education.

Summary of Recommended Action for Workshop Participants

It is disappointing for me personally to report here today that the recommendations of the 1994 Workshop have not yet been implemented. Since the relocation of the Tokelau Public Service headquarters from Apia to Tokelau, communication problems have arisen. Communication to and from Tokelau is restricted to a two-way radio system based in Apia. These problems have contributed to the difficulties we face in trying to implement policies and recommendations. The same can be said of transportation; a boat leaves from Apia every three to four weeks - this is our sole means of transport.

I am happy however to report that there is a general awareness within the communities regarding equal opportunities for men and women. Scholarship awardees are selected on the basis of their academic achievements and not on their gender. For those who do not get such an opportunity there is an Adult Learning Centre which enables them to continue with their education in a less formal environment. Both males and females are given equal opportunities to learn practical skills.

A group in the community which aims to educate women is the *Fatupaepae*, or the Women's Committee: they teach the young women the skills necessary for their future roles as homemakers in Tokelau. They learn what they need to in order to fulfil their duties not only to themselves, but to the community in which they live as well.

It is my hope that as Tokelau's self governing status evolves, the contributions made by women will be fully appreciated and this will create more opportunities for more women to receive the formal education that many of them might be lacking.

* * * *

TONGA

Jeffrey Taufa

I am here as a replacement for the Planning Officer of the Tonga Community Development and Training Centre, (CDTC), Ministry of Education (MOE). The theme of this seminar makes me feel out of place, knowing that I won't be able to contribute fully without the appropriate details required from all institutions of higher education. However, I am very pleased to have been nominated to come, not merely as a break from the usual responsibilities back at home, but also for a chance to listen, learn, participate and share.

I would like to name some Tongan women within the education system both in the government and the churches who have reached the highest level of education in Tonga and overseas to be able to occupy managerial posts. They include: The Director of the USP Extension Centre, Mrs Salote Fukofuka, the Deputy Director of Education, Dr 'Ana Maui Taufe'ulungaki, the Principal of the Tonga Teachers' College (TTC), Ms Emily Moala, Principals of Government and Church Secondary Schools, Deputy Principals, Heads of Departments, Acting Chief Education Officers for Curriculum and Examinations.

The Curriculum and Publishing Unit which I manage has 32 staff, some resources in the Resource Centre and a Technical Section. The Technical Section consists of Apple Mac Computers, Graphic Art work, Visual Aid and Production (photocopying and printing). Overseas donors, especially Australia (AusAID) and New Zealand (NZODA) have continuously assisted, providing consultants, equipment and resources. The Tongan government provided the building, staff resources and part of the administrative expenses.

The process of curriculum development, trialing, finalising, national implementation, revision and reprinting of materials, some inservice training of teachers have continued for some years now. The Tongan National Examination papers such as the Secondary Entrance Examination, the Tonga School Certificate, Form 2 Common Exams are also printed at the CDU closely supervised by an officer from the Exams Unit.

The following excerpts from the Ministry of Education's 1995 report give some indication of the status/role of girls and women, especially with regard to opportunities to take up managerial/supervisory roles in higher education.

Table 17: Female Participation at Post-Secondary Level 1985

Year	Total	Male	Female	% Female
1985	430	207	223	51.9
1986	388	202	186	47.9
1987	no data	available	for this	year
1988	795	542	252	31.8
1989	615	346	269	43.7

The gender distribution of the scholarships awards between 1980-1989 as shown in Table 18 below has been significantly skewed, with only 28 per cent of the 424 being awarded to females. In recent years the Tongan Government has been addressing this imbalance as a result of both internal policies as well as donor policies, emphasising the need to increase educational opportunities for women.

Table 18: Distribution of Awards by Level of Study and Gender Between 1980-1989

	Males		Females		Total	
	No.	%	No.	%	No.	%
Undergraduate Diploma	86	40.6	38	42.2	124	41.1
Undergraduate Degree	115	54.2	50	55.6	165	54.6
Higher Degree/Diploma	11	5.2	2	2.2	13	4.3
Total	**212**	**100**	**90**	**100**	**302**	**100**

Curricula for both primary and secondary schools are developed centrally. While there are no overt stereotyped promotion of males and females, school policies may inadvertently result in imbalances. Schools continue to offer traditional female subjects such as Industrial Arts and Agricultural Science. Even though most secondary schools are co-educational, and students are encouraged to choose any subject in the curriculum in which they show interest, very few girls select traditional male subjects and vice versa. Perhaps such choices are dictated more by societal early role modelling rather than by school policies.

Planning

In Tonga, so far, there is no separate national development plan or a separate chapter in the development plan for women. But, Tonga's commitment to "Women in Development" is reflected in the Kingdom's current Development Plan for 1991-1995. The social development strategy states, "The Government will direct more assistance to women's development groups, particularly in isolated island communities."

Also, the principal objective for the country's human resource development over the Sixth Development Plan Period is to provide employment to all desiring persons of working age, be they new entrants to the labour market, returning migrants or persons (in

particular women) desirous of pursuing such activity.

Each Government Ministry is responsible for the development, implementation and assessment of its own development programmes. Various organisations and programmes for women exist under the auspices of the Ministries of Health, Education, Agriculture and the Central Planning Department, oriented mainly towards the improvement of Health, Nutrition, handicraft making, earning capacity and general living standards at village level. Non-governmental organisations also run various developmental activities for women, mainly in the villages.

In February 1993, the Government of Tonga approved the establishment of the Women's Unit within the Prime Minister's Office, as the central body to coordinate women's activities in Tonga. With this recent development, and the mandate of this newly established Unit, there is a high expectation that the next Development Plan Document (from 1996) will include a separate chapter on 'Women in development'.

Social

The traditional role of women in Tongan society has been based historically on her status as the sister or the aunt in the extended family. This is referred to as the *fahu* where traditionally they have an established role and status. In this concept the *fahu* have specific rights and certain privileges over their brothers' children and maternal uncles and children. The *fahu* concept is especially important in traditional ceremonies and social functions.

Today the *fahu* concept is still an integral part of the traditional role, of women in the society. However, because of the financial implications of this traditional role, the extended family and the *fahu* system have undergone changes, in order to survive in this modern day cash economy system.

Political and Government Administration

Decision-making and politics have traditionally been the preserve of men in Tongan society. Historically only two women have ascended to the throne and that was by **Tupoumoheofo** the 12th *Tu'i Kanokupolu*, for a short period, and **Queen Salote**, the 21st *Tu'i Kanokupolu* (1918-1965). When she became ruler, **Queen Salote** was accepted by the nobility and people.

In the history of the Legislature only three women have entered Parliament and only in the last twenty years. This lack of participation in the Legislature has not been because of discrimination. Rather it has been through the traditional belief that men are the decision-makers. Similarly, we find in local government that no woman has ever been a district or town officer, not even a candidate for these elections. The absence of female involvement in this sector is attributed to the highly respected status of women in Tongan society, where involvement is generally regarded as non-feminine, inappropriate and disrespectful to women. It should not therefore be regarded as an indication of women's inability.

In spite of what I have just mentioned, we have today one woman Parliamentarian and many women administrators and managers. The main focus of women has been administration especially in middle and upper management. We find an increase in the percentage of women in this field.

Within the Government Civil Service, there is evidence that the annual intake of junior officers is predominantly female and throughout the Service there is also an increase in women officers at the higher levels, ranging from Level 1 to Level 5. There is no gender discrimination in employment opportunities and promotion within the Civil Service and many Ministries have mostly women staff. However, no woman Privy Councillor or Cabinet Minister has yet been appointed.

The following statistics on Civil Servants does not include teachers in the primary schools.

Table 19: Total Number of Female Civil Servants as at 1992/1993

	FEMALE	**MALE**
LEVEL 1	1	20
LEVEL 2	8	26
LEVEL 3	-	5
LEVEL 4	-	7
LEVEL 5	7	21
LEVEL 6	6	15
LEVEL 7	31	77
LEVEL 8	9	17
LEVEL 9	125	213
LEVEL A	3	7
LEVEL 10	4	26
LEVEL 11	93	128
LEVEL 12	52	163
LEVEL 13	351	243
LEVEL A	31	112
LEVEL 14	315	353
LEVEL 14A	35	243
NOT CODED	11	25
	1,082	**1,701**

However, according to the 1992 Civil list, 46% of all civil servants were female.

At primary school level the number of teachers employed by Government from 1987 - 1992 has been static with 736 in 1987, to 723 in 1992. Of these about 60% are female.

Table 20: Government Primary School Teachers, 1987-1992 and by Sex 1992

	1987	1988	1989	1990	1991			1992
						Male	Female	Total
Numbers of Teachers	739	615	480	626	655	261	462	723

To conclude, one might say that Tonga has much to be satisfied with in terms of opportunities for women, including the chances of reaching the very top in educational management.

* * * *

VANUATU

Hanson Mataskalkot

1.0 **Report on progress since the 1994 Workshop**. We did not approach the government to endorse the Charter becasue we noted that the Ministers of Forum countries had formulated and adopted *The Pacific Platform of Action* in May 1994 and this would relate to this issue quite well. This document was used as a basis of any discussions we had.

2.0 Several meetings were called and women in the high schools were informed about issues discussed at our last meeting. This year, a meeting was organised for women officers from the Department of Education: i.e., administrators from the Ministry of Education, Tutors from the Vanuatu Teachers' College and officers of the Curriculum Development Centre.

3.0 The following aims were formulated:

3.1 To raise awareness of the importance of women's participation in decision-making at all levels in education;

3.2 To upgrade the level of attainment for women in the educational services, especially women tutors at the Vanuatu Teachers' College.

3.3 To inform the higher administration circles in the Ministry and Department of Education of women education officers' concerns.

4.0 Since Vanuatu is a USP country, we have decided that we would relate the 1994 recommendations to our own situation and have adopted recommendation 4 - Staff Development and Management Training - as our starting point.

5.0 We have planned a "Newsletter for Women in Education". The aim of this newsletter is to inform women at different levels of educational institutions of what opportunities exist for individual women to strive to better themselves in their own fields and to generally discuss important educational issues that exist as and when they arise.

6.0 **Our Needs**

6.1 Funding for attachments for senior women to receive training to become decision-makers in our educational institutions.

6.2 Consultants/Resource personnel to run workshops for women administrators in our Education Department.

6.3 Women officers should be encouraged to go for attachments and training at institutions such as the Fiji Institute of Technology and Solomon Islands College of Higher Education.

7.0 Our Target

7.1 We are targeting our Departmental Heads to have three or four women on any bodies that make decisions concerning education in our country.

7.2 To cooperate more with senior women at the University of the South Pacific Campus in Vila.

* * * *

WESTERN SAMOA

Breda Tipi-Faitua

This report is compiled as a direct response to the recommendations of the 1994 meeting of Pacific Women Managers in Higher Education held in Suva, Fiji.

A. The Pacific Charter for Women Managers in Higher Education

1. A full report of the meeting and Charter was given at a seminar attended by National University of Samoa (NUS) staff and students.

The Charter and covering letters were submitted to the Vice-Chancellor on two different occasions:

(i) upon my return in May 1994;
(ii) in April 1996 when a revised form of the Charter was received from Mr Cliff Benson.

The Vice-Chancellor has again given assurance that on both occasions, the Charter has reached the appropriate level of policy decision-making. There has, however, been no feedback as to what the NUS wants to do with the Charter except for the fact that it was received by the appropriate authority.

2. I have not approached government because procedures are such that one's institution is government-funded and once it is approved it will be more or less a commitment of government. However, we have a Ministry of Women's Affairs that caters for general women's issues.

3. So far the NUS has merged with the School of Nursing and partially merged with the Western Samoa Teachers' College. The merger will see an increase in women managers at the NUS.

Table: Staffing at the National University of Samoa

Position	Total Number	Number of Women
Pro Chancellor	2	1
Vice-Chancellor	1	-
Registrar	1	-
Bursar	1	1
Head of Faculty	4	4
Head of Department	10	7
Professor	1	1
Senior Lecturer	5	2
Lecturers	42	33
Counsellor	1	1
Chief Librarian	1	1
Senate Representative to Council	1	1
Staff Representative to Council	1	1
Community Representatives to Council	4	2

As Western Samoa moves into the next century, public sector reforms are implemented making managers more accountable for their duties and looking at performance outcomes. A project was undertaken by Western Samoa Public Service Commission and Massey University Institute for Executive Studies. There is a genuine move by government to train both men and women. By the end of 1997, there will be women and men well equipped to spearhead these reforms.

There is a general awareness that women's managerial skills should be tapped. These are skills that have long been recognised and noted in a Samoan proverb *E au le inailau a tamaitai*, meaning women see things through; there is completeness and thoroughness in how women perform their tasks.

B. Enhancing Education for Women

1. **Appropriate affirmative action**: The NUS has, in addition to its ongoing move to retain graduates and women staff, reviewed:

- salary scales (that will affect women);

- conditions of employment (maternity leave, etc.)

The NUS has always supported the women managers' initiative by allowing a staff member to attend the two workshops.

2 & 3. The NUS, being a very new institution, is still evolving and at the moment, more emphasis is on:

- development and teaching of courses;

- staff development;

- campus facilities, instead of research. It is a real goal however that the NUS will look into research and teaching to further address the needs of women and the community.

C. Gender Studies/Partnership Studies as a Catalyst for Development

As a Senate member, I have seen several programmes of study (new and reviewed) tabled. My input has been more or less looking at the "student" first. The only time one would comment on a gender-related item, is when the language needs to be revised so that it is not gender-biased. These changes have not been problematic.

Student and Staff Selection is based on merit.

One very interesting part of staff professional development is the Department of Samoan Language & Culture holding a series of "Cultural Refresher Workshops". This is where we look at:

Strengthening our *faasinomaga* (identity). This would have an immediate impact on our skills in:

- team work

- use of appropriate language

- work/service commitment

- behavioural ethics

As far as networking is concerned, there will always be networking in Samoa whether it be formal or informal. It has been and will always be part of our culture and working life. As such one is confident that the proposed network will be successful.

D. Staff Development and Management Training

Recommendation 1 It has been difficult to attend the satellite meetings because of work and study commitments.

Recommendations 2-5 So far there has been no progress as far as these recommendations are concerned.

Recommendation 6 This has been addressed by the goals of the Ministry of Women's Affairs.

In short, I acknowledge that the Charter has not been adopted in Western Samoa, but feel very fortunate to have a culture that values its women not as mere decorative ornaments but as valuable contributing members to all sectors of society.

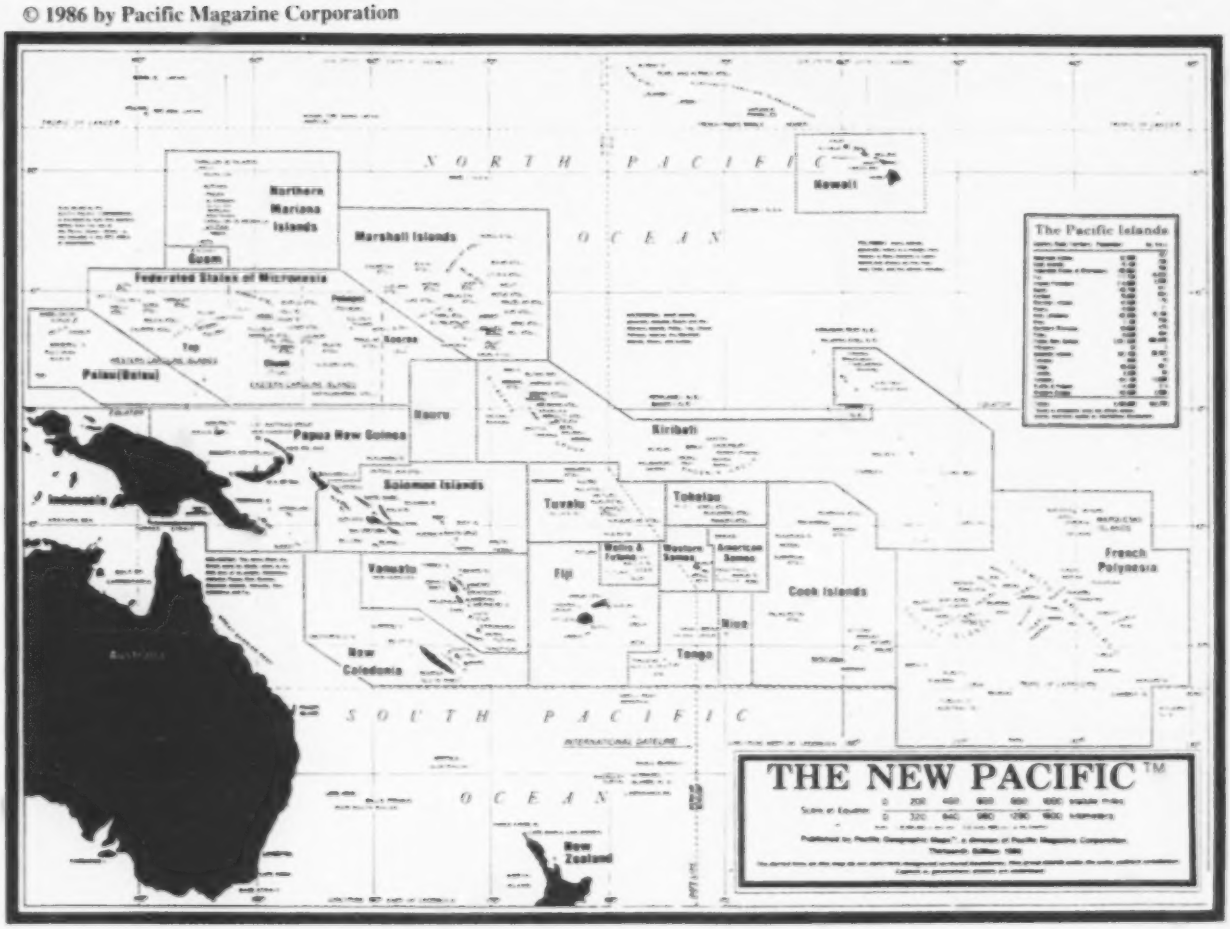
I sincerely hope that this second meeting will accomplish all it sets out to.

* * * *

FOCUS ON THE NETWORK

Name
Goal
Objectives
Composition
Structure
Activities

© 1986 by Pacific Magazine Corporation



NetWHEP Region: The South Pacific Commission Countries

BEST COPY AVAILABLE

DAY TWO (Monday 30 September)

FOCUS ON THE NETWORK

Session One: Name, Goal and Objectives

The following is a report on the first session, which led to the finalisation of the name, goal and objectives.

Objectives

Possible objectives for the Network had been prepared by Dr Konai Helu-Thaman in September, 1994.

These formed the basis of this session.

Dr Helu-Thaman introduced the session by emphasising that

- It was timely that a face to face meeting had been convened, as there had been little feedback on the draft objectives.
- The Charter should be seen as quite distinct from the Network - it was a document which should be adapted to suit each institution in the region willing to adopt it.
- The Network was a more inclusive concept, and common objectives for it could and should be drawn up.
- It was important to formalise the Network to give it the needed status and recognition.

Network Name

At this point, there was considerable discussion regarding a possible name for the Network. In particular, discussion centred on whether or not the word "Managers" should remain - it was finally agreed to omit it, mainly so that women who **aspired** to supervisory and/or managerial positions would not feel excluded. It was hoped, however, that this would not adversely affect requests for funds. The meeting then agreed on the following acronym and name:

The Network of Women in Higher Education in the Pacific (NetWHEP)

Note: An appropriate logo is now needed.

Membership

- It was agreed that NetWHEP membership should be open to all women who reside in the region, not just indigenous Pacific women.

- Secondly, the Network would aim to involve all the South Pacific Commission (SPC) countries. In addition, it was felt that close links should be maintained with Aotearoa/New Zealand and Australia.

Communication

The importance of keeping USP Centres informed was emphasised. General communication difficulties were discussed.

Actual Objectives

After very useful group discussions and a lively feedback session, the meeting agreed on the following Name, Goal and Objectives;

Name: **Network of Women in Higher Education in the Pacific (NetWHEP)**

Goal: **To bring about gender equity in higher education management in the Pacific region**.

Objectives:

1. To extend and enhance the links among women in managerial and supervisory roles in higher education institutions and those aspiring to such positions in other educational institutions in the Pacific region.

2. To provide opportunities for women in managerial and supervisory roles to collaborate in activities which would enhance their productivity and effectiveness.

3. To strengthen training programmes aimed at creating awareness of the need for gender balance in the academic and management areas of higher education and creating these where they do not exist.

4. To foster cooperation among higher education institutions, for the sharing of communication and information technology and the expert knowledge of these held by those within the network, which will enhance the work of women managers and supervisors.

5. To provide women managers and those aspiring towards similar roles, with opportunities for advanced and appropriate training and/or research in the area of higher education management.

6. To help facilitate and/or improve prospects of participating institutions in securing funds for national and/or regional meetings within the objectives of NetWHEP.

7. To be a possible and/or alternative model for other women's groups to emulate and to offer activities which non-traditional sources of funding will be prepared to support.

Session Two: *Composition, Structure and Activities of the Network*

Composition

As noted earlier, it was agreed that membership be open to women either in or aspiring to managerial/supervisory roles in higher education in the Pacific.

Member countries would be the South Pacific Commission countries, with links being maintained with Pacific Rim countries, especially Aotearoa (New Zealand) and Australia.

Structure

The meeting agreed that the USP would remain the focal point of the Network, with Elizabeth Reade-Fong as overall Chair Person/Coordinator, and that the Institute of Education would continue as the Network Secretariat. It was also decided, however, to establish four sub-regional groupings, to ensure maximum participation by all member countries.

The groupings, including nominated focal point institutions and contact persons, are as follows:

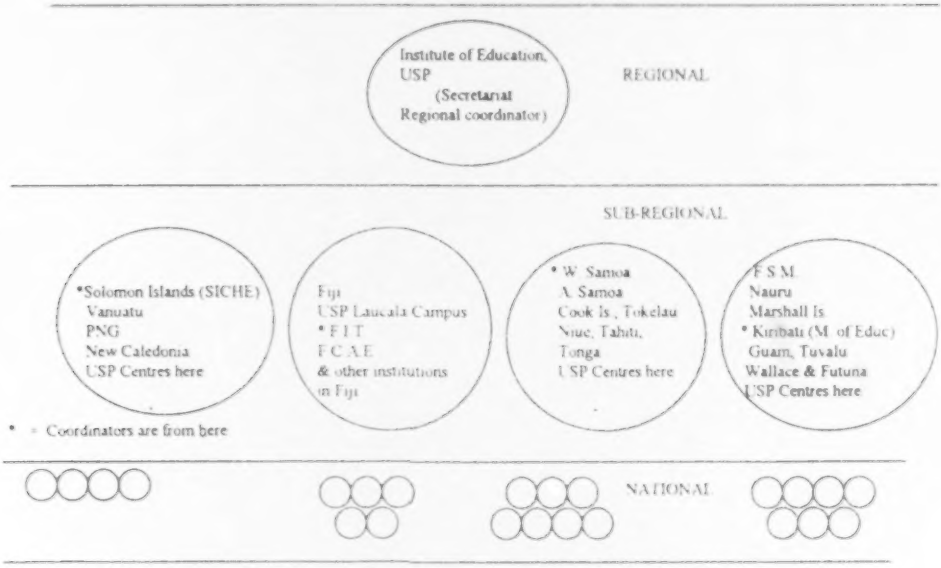
- **Western Pacific**: ***Solomon Islands, Vanuatu, Papua New Guinea and New Caledonia***.
  - **Coordinating Institutions**: Solomon Islands College of Higher Education (SICHE) and Curriculum Development Centre, Vanuatu.
  - **Contacts**: Nancy Kwalea and Mary Poloso (SICHE) and Hanson Mataskalkot (Vanuatu)
- **Central Pacific**: ***Fiji***
  - Fiji Institute of Technology and Fiji College of Advanced Education.
  - Elenoa Gonelevu and Veniana Kaisau
- **Eastern Pacific**: ***Western Samoa, American Samoa, Cook Islands, Tokelau, Niue, Tahiti and Tonga***
  - National University of Samoa (NUS) and Curriculum Development Unit Tonga.
  - Breda Tipi-Faitua (NUS) and Jeffrey Taufa (Tonga).

- **Northern Pacific**: ***Tuvalu, Nauru, Federated States of Micronesia, Marshall Islands, Kiribati, Guam, Wallis and Futuna***

  - Ministry of Education, Kiribati

  - Teima Onorio

The following is a diagrammatic representation of the Network structure



(With thanks to Nancy Kwalea for this diagram.)

Notes

1. Regular meetings to be held within each country. Each country thus needs a focal institution/point and a focal person (Coordinator).

2. Regular reporting should occur: from individual countries to the sub-regional contact person, who will regularly transmit information, ideas, requests, reports etc to the IOE. The latter, in turn, is to maintain regular contact with the sub-regional focal people and institutions.

Activities

In order to work towards the Network goal and objectives, a variety of activities was recommended, as follows

- Dissemination of information

- Regular meetings at all levels (institutional, city/town, national, sub-regional, regional)

BEST COPY AVAILABLE

- Planning, preparing and mounting training programmes
- Compiling a directory of women managers/supervisors, using a personal bio-data form
- Seeking funding for various activities.

Notes

1. It was anticipated that national activities would be organised during the rest of 1996 and early in 1997, and sub-regional activities would occur in the second half of 1997 and early in 1998.

2. It was felt that regional face to face meetings should occur every three years, to capitalise on sub-regional developments.

Recommendations for Future Action

The following recommendations were agreed on for Future Action by NetWHEP members/groups:

1. That a document of case studies of women managers/supervisors in the Pacific be compiled. The IOE to be responsible for collecting and publishing these (including obtaining the necessary funds). (Appropriate guidelines to be drawn up.)

2. That a statistical data base be immediately compiled. This should be for each higher education institution in the region. (Note: If 1996 data is obtained, subsequent updating will provide indications of progress or otherwise in attainment of NetWHEP objectives.)

3. That members maintain regular contact.

4. That, where possible, there be continuity in representatives and that records be well-maintained to also ensure continuity.

5. That sub-regional meetings be held annually, if possible, and regional meetings be held every three years.

6. That a directory of women in managerial/supervisory roles be compiled and distributed to all members through the sub-regional representatives.

7. That clear lines of communication be established and the necessary funds be sought to ensure that communication is regular and effective.

* * * *

DAY THREE (Tuesday 1 October)

GENDER ISSUES SENSITISATION TRAINING MODULE

A session was held to discuss the need for and nature of a Module suitable for inclusion in managerial training courses. While it was felt that the Institute of Social and Administrative Studies of the USP would be an ideal section for assisting in the planning of and for delivering such a Module, it could also be adapted for use elsewhere in the Region, for sub-regional or national training activities.

Goal

The main goal would be to sensitise managers, whether they be men or women, to gender issues.

Professor Konai Helu-Thaman introduced the session, with the following points:

1. Participants may wish to begin by identifying aspects of gender sensitivity which they thought male managers ought to know about. This would form a large part of the **content** of the module.

2. For each of the areas identified, participants may wish to identify possible outcomes in terms of **desired behaviours** from course attendees. This would be helpful in terms of evaluating the effectiveness of the Module.

3. CHESS is also developing resource materials which we may be able to adapt. These materials were aimed at enhancing women's managerial capacities rather than for sensitising men. There is no direct reference in the CHESS topics to the education of males other than suggestions of "gentle" persuasion.

4. Examples of module topics in the planned CHESS Handbook (under consideration):

   - Managing personal and professional roles
   - Academic Leadership
   - Management of Change
   - Gender Dynamics of Decision Making
   - Women and Research
   - Women and Governance
   - Women Access to Management and Technology
   - Women's Studies as a Catalyst for Advancement of Women
   - Management and Administration of Staff

Committee

It was decided to appoint a sub-committee to design the Module, comprising: **Dr Konai Helu-Thaman**, **L. Ruby Va'a**, **Linda Schultz**, **Eileen Tuimaleali'ifano** and **Hari Ram** (Director of ISAS). The IOE would fill its usual role as secretariat to this sub-committee.

Content

A brain-storming session produced the following list of possible areas of focus for the training module:

1. Communicating styles and their importance in including/alienating women.

2. **Language Use** - the need for and values of gender inclusive (neutral) language.

3. Avoiding stereotyping.

4. The role of statistics in consciousness-raising; analysing these.

5. Male attitudes/values and how these affect gender equality/balance, (and women's overall welfare in the work-place).

6. Creation of a gender-friendly and 'helpful' working environment - i.e. an environment conducive to good working relationships among **all**.

7. Feminine styles of management - can men adopt these?

8. Do women have to adopt male management styles to succeed?

9. Leadership styles in general.

10. Women's roles within and beyond the work-place (understanding of and respect for).

11. Career Paths: Do we have different expectations for girls/women vis a vis men? (Include selection/appointment activities, using a variety of CVs).

12. Differing cultural contexts and how women's situations differ according to these.

13. Equal But **Different** Partners. (As a theme - what we mean by this - see Konai's 1994 Paper).

14. Honesty/Integrity/Self-respect/Mutual Respect - ways of promoting/nurturing these.

15. Use of different ways of dealing with problems by drawing on cultural sources. (Breda's "Samoan" example, whereby reminding people of traditional identity/rank causes them to "calm down".)

16. Understanding men's specific cultural identities and their role in management. (On a country by country basis - indeed, country comparisons could be enriching and could well help us achieve our objectives.)

17. Presenters, both male and female, need to be good **role models**.

18. "Maximising Manhood": Drawing on religious sources/the role of religions/ religious values in enhancing gender balance.

19. Knowing about/Understanding the organisational culture (and its effects on gender balance).

20. Traditional/Introduced roles of sexes.

21. Case Studies (from every national background) of both men and women. (Note: This is **Course Content**, rather than an issue. 'Studying' case studies will again help us reach the module objectives.)

Note: The sub-committee has met twice since the workshop and is making good progress on developing an outline for the Training Module.

* * * *

PARTICIPANTS

Regional

- **Cook Islands** :

Ani Piri
Head of Department
Accounting/Economics/Typing
Tereora College
PO Box 107
Rarotonga

Phone No.: (682) 23819
Fax No.: (682) 23823

- **Fiji** :

Fiji Institute of Technology
PO Box 3722
Samabula

Phone No.: (679) 381044
Fax No.: (679) 370375

Elenoa Gonelevu
Manager
Corporate Services

Raewyn Holdsworth
Associate Director (Academic)

Sesenieli Tuberi
Head
School of Hospitality and Tourism Studies

Makitalena Berwick
Head
School of Commerce

Salote Soqo
School of Commerce

: *Fiji College of Advanced Education*
PO Box 7222
Valelevu
Nasinu

Phone No.: (679) 393683/393177
Fax No.: (679) 340210

Veniana Kaisau
Head of School
Home Economics

Soweri Tokalau
Senior Lecturer
Secretarial Studies

Prakash Nair
Head of School
Mathematics

Rokosiga Morrison
Acting Senior Lecturer
Education

Asenaca Bentley
Head of School
Bemac

Premila Kumar
Lecturer
School of Science

- Kiribati

: **Teima Onorio**
SEO-Curriculum and Assessment
Ministry of Education, Training & Technology
PO Box 263
Bikenibeu
Tarawa

Phone No.: (686) 28091/28102
Fax No.: (686) 28222

- **Niue** :

  Bonnie Mautama
  Niue Primary School
  c/- Department of Education
  Box 32
  Halamahaga

  Phone No.: (683) 4146/4145
  Fax No.: (683) 4010/4301

- **Solomon Islands** :

  Nancy Kwalea
  Librarian
  Solomon Islands College of Higher Education
  PO Box 1
  Honiara

  Phone No.: (677) 30111
  Fax No.: (677) 30502/30390

- **Tokelau** :

  Tessa Kirifi
  Education Liaison Officer
  Tokelau Apia Liaison Office
  PO Box 865
  Apia

  Phone No.: (685) 20822/21911
  Fax No.: (685) 21761

- **Tonga** :

  Jeffrey Taufa
  Head
  Curriculum Development Unit
  Ministry of Education
  PO Box 61
  Nuku'alofa

  Phone No.: (676) 22655
  Fax No.: (676) 24167

- **Vanuatu** :

  Hanson Mataskalkot
  Secondary Curriculum Officer
  Curriculum Development Centre
  Ministry of Education, Youth & Sports
  PO Box 153
  Vila

  Phone No.: (678) 22309
  Fax No.: (678) 26879

• **Western Samoa**	:	**Breda Tipifaitua** Head of English National University of Samoa Pusa Meli 5768 Apia Phone No.: (685) Fax No.: (685) 20938
The University of the South Pacific	:	***PO Box 1168*** ***Suva, Fiji*** ***Phone No.: (679) 313900*** ***c/- Fax No.: (679) 302409*** ***E-Mail: Name_initial@usp.ac.fj*** ***(e.g. Benson_C@usp.a.fj)***
• **Professor Konai Helu-Thaman**	:	Head of School of Humanities
• **Esther Williams**	:	Librarian The University Library
• **Elizabeth Reade Fong**	:	Deputy University Librarian The University Library
• **L. Ruby Va'a**	:	Head of Distance Education University Extension
• **Leba Halofaki Savu**	:	Purchasing Officer Purchasing Office
• **Lilian May**	:	Manageress Halls of Residence Community Services
• **Vasiti Toganivalu**	:	Head Food and Textiles School of Pure and Applied Sciences
• **Eileen Tuimaleali'ifano**	:	Coordinator Instructional Design and Development Distance Education Unit University Extension
• **Cema Bolabola**	:	Coordinator Continuing Education University Extension

- **Veena Khan** : Senior Lecturer
  Literature and Language
  School of Humanities

- **Jese Verebalavu** : Teaching Assistant
  Economics
  School of Social Economic Development

- **Sundari Muralidhar** : Coordinator
  Mathematics Resources Centre
  Centre for the Enhancement of Learning and Teaching

- **Liza Sandell** : Lecturer
  English
  Centre for the Enhancement of Learning and Teaching

- **Janet Raynor** : Lecturer
  Education and Psychology
  School of Humanities

- **Linda Schulz** : Lecturer
  Education and Psychology
  School of Humanities

- **Anna Shadbolt** : Lecturer
  Education and Psychology
  School of Humanities

- **Milika Sobey** : Lecturer
  Biology
  School of Pure and Applied Sciences

- **Makerita Va'ai** : Centre Director
  The University of the South Pacific
  PO Box 3014
  Apia
  Western Samoa

  Phone No.: (685) 20874/23454
  Fax No.: (685) 23424

Observers

• **Cam Jamieson**	:	Shoffield College of Further Education England
• **Elizabeth Murphy**	:	President Commercial Education Society of Australia

Secretariat

• **Cliff Benson**	:	Director Institute of Education c/- The University of the South Pacific PO Box 1168 Suva, Fiji Phone No.: (679) 313900 Ext.: 2048 Fax No.: (679) 302409 E-Mail: Benson_C@usp.a.fj

PRINTED BY QUALITY PRINT LTD.